



**Diploma in Elementary Education (D. EL.ED.)**

# **Curriculum-Syllabus**

**(Face to face mode)**

**2018**

**State Council of Educational Research & Training; Assam**

*In collaboration with*

**UNICEF, Assam**

# **FOREWORD**

This 2-year curriculum, developed as per the guidelines of NCTE, 2016 has been designed as a package of 4 (four) semesters to equip prospective teachers with the knowledge, attitude, behaviors and skills that they require to perform in their future teaching profession effectively in the classroom, school and in wider community.

Though ideally teacher education is conceived of as a seamless continuum comprised of the initial teacher training/education, induction training and continuing professional development, yet the initial teacher training/education (pre-service course) bears its own unique stand and importance in equipping and preparing a prospective teacher.

This curriculum covers the courses of child studies, Educational studies, contemporary studies, curriculum and pedagogic studies, optional pedagogy courses, practicum and school internship so as to develop a competent, committed, performing and reflective teacher. All the course materials are aligned to NCF-2005, RTE-2009, NCFTE-2011 and other national and global educational trends.

Teaching in elementary stage involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of young learners. It therefore, requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. However, this could be avoided by the teachers who undergo the initial training purposefully and get exposed to different aspects of teaching and learning of elementary stage learners. In the present context, schools need reflective teachers, who have love of teaching, knowledge base, inquiring attitude, who are caring, problem solving and constructivists. A reflective teacher starts by considering his/her own past, as learners and teachers and reflecting on the beliefs, knowledge and value that he/she has developed from his/her experiences.

However, as the world is changing so rapidly, and as the teaching skills required are evolving like-wise, no initial course of teacher education can be branded as sufficient to prepare a teacher for a career of long 30 or 40 years. Thus, the process of Continuous Professional Development by which teachers reflect upon their competencies, maintain them up to date, and develop them further is another essential task in the gamut of teacher education and in enhancing the school efficiency

I am thankful to UNICEF, Assam for its financial and technical support, without which this curriculum would not have been completed in the stipulated time.

I am grateful to all who have rendered their valuable contribution in shaping this curriculum.

I am confident that the Teacher Educators of the TEIs would take every effort to go to the inner core of every theme during their deliberation upon the units and that the trainees undergoing this 2-year D. El. Ed. Course would leave no stone unturned to empower themselves with the inputs to be provided through the transaction of this curriculum.

Date: 31. 03. 2018.

A handwritten signature in blue ink, followed by the date '19/6/18' written below it.

Director  
SCERT; Assam

## *Preface*

### **D.EL.ED CURRICULUM in ALIGNMENT TO NCTE GUIDELINE 2014**

Teacher education is all about Teacher Education Institutions preparing teachers who in turn teach, involving pupils in a student driven classroom. To make teachers agent of change, Teacher Education Institutions need to have a curriculum that attract talented people, allow them to rise and come up with an alternative plan which is deliverable.

Central to the aspirations of education is an adherence to principles of inclusion and to consider approaches to inclusion across diverse educational contexts. It draws from contexts to suggest ways of developing more inclusive educational responses that benefit children without any discrimination. To enable such concerns to be implemented to realise inclusive education, programme should support high levels of professionalism and resilience across all stakeholders and role of teacher educators and teachers become pivotal to realise this.

SCERT Assam as the State Academic Authority for Assam has undertaken various initiatives regarding teacher education and conducted various programmes for strengthening teacher education in collaboration with UNICEF Assam.

Teacher education is more important today than it has been in previous century. Education policy and practice are being radically transformed in education, and teacher preparation programs need to fall in line with the pace of advancement and requirement of schools. In context to this SCERT proposes to review and develop D.El.Ed. Curriculum in alignment to NCTE guideline of 2014 in a workshop mode.

The guideline says: *“The D.El.Ed. programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with National Curriculum Framework for Teacher Education, while contextualizing it for the state and region concerned. ICT, gender, yoga education and disability/inclusive education shall form integral part of the curriculum.”*

Child friendly teacher is requirement of school and preparing such teachers is the responsibility of TEIs. A teacher needs to be prepared and equipped to tackle neglect, abuse, violence, and exploitation of a child. S/he should be able to understand children’s rights as human rights, create such awareness in the community as well and make children feel it is worthwhile attending class. This necessitates incorporation of child protection in D.El.Ed. Curriculum so that the teacher knows and develops a child friendly environment in school and community.

Understanding Comprehensive School Safety and Security for effective school disaster management and school safety is another important area The purposes of this component is to enable prospective teachers to identify common understanding and preparedness to reduce the risk of disaster in schools. It is important to ensure that children remain safe as they access and enjoy their Right to Education.Schools are also more than a place to learn. In the aftermath of a disaster, restoration of education services and re-opening of schools play a very important role to restore the sense of pre-emergency routine to the community. Hence this should be a part of the curriculum.

In India, the system of Teacher education comprises teacher education programmes meant for preparing teachers for different stages of school education or for different curricular areas across stages. The teacher education programme leading to the Diploma in Elementary Education (D.El.Ed.) aims at preparing teachers for the elementary stage of education, that is, classes I-VIII. This stage covers children of 6-14 years for whom education became a fundamental right as per the 86th amendment of Indian Constitution in 2002, which incorporated Article 21A in the constitution guaranteeing right of compulsory and free education to all children of 6-14 years. In order to implement the constitutional amendment, ‘Right of Children of 6-14 years to Free and Compulsory Education Act (RTE Act)’ was

enacted as a Central Act in 2009. The Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realisation of the goals of RTE. The Diploma in Elementary Education (D.El.Ed.) programme, which is an initial teacher preparation programme for elementary education, has the potential to realise the RTE goals if it is conceived and designed on sound professional imperatives.

The tasks to be performed by elementary school teachers and the understandings, competencies, skills and attitudes required to perform the expected tasks shall have to be the major bases for the designing of curriculum. The elementary teacher is called upon to engage with children of 6-14 years in a variety of socio-cultural contexts. The purpose of engagement is to facilitate children's learning and development, for which the teacher must have thorough understanding of the child and his process of learning and development and also of problems and rights of children. Needless to say that the teacher is expected to develop the requisite understandings through his/her own observation, experimentation and reflection. Every child grows in a particular socio-cultural context, which impacts his/her acquisition of knowledge skills, attitudes, etc. This makes it imperative for the teacher to understand the social set up in which the child is placed and the demands it puts on the child as well as on the teacher.

In addition to developing understanding of the child's development in various contexts, the teacher is also expected to facilitate acquisition of knowledge and skills by the students in different curricular areas, for which he/she must have the competence to use appropriate pedagogies, which may be subject-specific or general pedagogy relevant and appropriate for different areas of school curriculum. For instance, the utility of ICT, Arts and Crafts and Community resources and folk arts as pedagogical tools is well established for different areas of school curriculum. This implies that the inclusion of all these pedagogical tools in the curriculum of a teacher education programme will enhance the effectiveness and quality of teacher preparation.

The school knowledge at the elementary stage is organised in the form of subjects like mathematics, Science, Social Studies, environmental Studies, etc. A teacher is required to organise activities and experiences around the content of these subjects. But the teacher's task is not restricted to the teaching or transmission of the content of a few subjects. The goal of any teacher education programme ought to be preparation of Reflective Practitioner, that is, the teachers who are capable of reflecting on the 'why' and 'how' of the educational policies, programmes and practices. As a result of his participation in the teacher education programme, the teacher should develop the competence to generate new knowledge and insights about children's development and learning on the basis of his own engagement with them. The teacher is expected to undertake classroom research leading to new insights and innovative approaches and practices.

A reflective teacher should have the inclination to question the current premises about different educational matters and should develop the ability to evolve his/her own vision about various issues of educational theory and pedagogy such as justification for the removal or inclusion of certain areas in school curriculum or for the use of some pedagogical approaches or tools. However to develop such abilities among prospective teacher, the teacher education institutions shall have to make planned efforts through appropriate curricular interventions.

The present curriculum of Elementary Teacher Education Programme makes an attempt to address the above mentioned concerns and imperatives by incorporating appropriate curricular areas, which have been organised under four broad areas, namely, (i) Child Studies (ii) Educational and Contemporary Studies, (iii) Curriculum and Pedagogic Studies (including Teaching Practice and school Internship) and (iv) Other Value Added Courses for Holistic Development. The courses included in the category of 'Child Studies' aim at developing understanding about the 'child' i.e. rights, problems, difficulties, process of development and learning. The study of courses included in the category of Educational and Contemporary

studies shall equip the prospective teachers to understand the contemporary Indian Society and the type of education needed to meet the emerging needs and aspirations of the Society. This shall also prepare the teachers to work for bringing about social change through the instrumentality of education. Recognising the importance of linkages between Early Childhood Education and Primary Education, and suitability of the Early Childhood Education methodology for the early years of Primary Schooling, a course on Early Childhood care and Education has been included in the curriculum. The Study of the course title as 'Towards Self understanding and Evolving Vision', shall equip the prospective teachers to understand themselves, that is, their strengths and weaknesses and shall enable them to develop their viewpoint regarding various issues and challenges of contemporary Indian education.

The present day Indian Society is a technology driven Society and is on the way of becoming a learning society. The increasing use of Information and Communication Technologies (ICT) has brought about a sea change in the generation and transmission of knowledge. This has empowered the learners for self learning. The programme envisages the use of ICT as a pedagogical tool for all areas of school curriculum at the elementary stage. Besides ICT, fine arts, music, dance, theatre and crafts have immense potential for being used as a medium for the teaching of various areas of school curriculum like Science, Mathematics, Social Studies, Environmental Studies, etc. The inclusion of Arts and Crafts in the curriculum shall not only equip the prospective teachers to appreciate our rich cultural heritage in the field of Arts, but will also prepare them to exploit their potential as pedagogical tools for the education of different areas of school curriculum.

The Contemporary Indian Society is a multi-lingual Society. The official policy regarding teaching languages in schools envisages the study of three languages by every child in the school. Earlier, the study of English was introduced in upper Primary classes in most of the States but with the increasing use and importance of English, its study now starts from class I itself. Every teacher in Primary Classes is required to teach two or three languages, therefore, courses in the pedagogy of English and Regional language have been assigned an important place in the curriculum of the Elementary Teacher Education Programme.

NCTE -2009 emphasized that we need teachers who:

- Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, and treat all children equally.
- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs. • Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.
- Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- Observe and engage with children, communicate with and relate to children.
- Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

Each of the above stated opportunities can be provided through a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge. (NCFTE-2009)

The D.El.Ed. Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with context and subject matter that they will be teaching. The student-teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects, familiarized with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all their learners in diverse and plural settings of elementary classrooms.

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	A. Mathematics	B. Science
	C. Social Science	
	D. English	E. MIL
SI-III	School Internship-III (10+2 weeks)	

## Structure of D. El. Ed. Programme

Papers/Courses				Marks allocation			
Code	First Semester			Credit	Ext.	Int.	Total
S1.1	Childhood, Child Protection and the Development of Children			4	70	30	100
S1.2	Early Childhood Care and Education			2	35	15	50
S1.3	Understanding Language and Early Language Development			2	35	15	50
S1.4	Towards Self- Understanding			2	-	50	50
S1.5	Proficiency in English-I			2	35	15	50
S1.6	Pedagogy of Mathematics-I			2	35	15	50
S1.7	Art and Creative Education-I			2	20	30	50
S1.8	Yoga Education			2	20	30	50
S1.9	Work and Education			2	20	30	50
<b>Semester-1 Total</b>				<b>20</b>	<b>270</b>	<b>230</b>	<b>500</b>
Code	Second Semester			Credit	Ext.	Int.	Total
S2.1	Education in Contemporary Indian Society with special reference to Assam			4	70	30	100
S2.2	Understanding Society, Education and Curriculum			4	70	30	100
S2.3	Pedagogy of Environmental Studies			2	35	15	50
S2.4	Pedagogy of MIL-I			2	35	15	50
S2.5	Proficiency in English-II			2	35	15	50
S2.6	ICT Integrated Pedagogy-I			2	20	30	50
SI-I	School Internship-I (4 weeks)			4	-	100	100
<b>Semester-2 Total</b>				<b>20</b>	<b>265</b>	<b>235</b>	<b>500</b>
Code	Third Semester			Credit	Ext.	Int.	Total
S3.1	Cognition, Learning and Socio-cultural context			4	70	30	100
S3.2	Pedagogy of Mathematics- II			2	35	15	50
S3.3	Pedagogy of MIL-II			2	35	15	50
S3.4	Pedagogy of English			2	35	15	50
S3.5	Art and Creative Education-II			2	20	30	50
S3.6	Children's Physical and Emotional Health Education			2	20	30	50
S3.7	ICT Integrated Pedagogy-II			2	20	30	50
SI-II	School Internship-II (4 weeks)			4	-	100	100
<b>Semester-3 Total</b>				<b>20</b>	<b>235</b>	<b>265</b>	<b>500</b>
Code	Fourth Semester			Credit	Ext.	Int.	Total
S4.1	School Culture, Leadership and Teacher Development			4	70	30	100
S4.2	Diversity, Gender and Inclusive Education			2	35	15	50
S4.3	Optional Pedagogy Courses of Class-6-8 level(Any one of the following)			2	35	15	50
	A. Mathematics	B. Science	C. Social Science				
	D. English	E. MIL					
SI-III	School Internship-III (10+2 weeks)			12	100	200	300
<b>Semester-4 Total</b>				<b>20</b>	<b>240</b>	<b>260</b>	<b>500</b>
<b>Grand Total</b>				<b>80</b>	<b>1010</b>	<b>990</b>	<b>2000</b>
*1 credit = 25 hours							



## Time distribution

Papers/Courses			Expected Hours of Study #
Code	First Semester	Credit	
S1.1	Childhood, Child Protection and the Development of Children	4	100
S1.2	Early Childhood Care and Education	2	50
S1.3	Understanding Language and Early Language Development	2	50
S1.4	Towards Self- Understanding	2	50
S1.5	Proficiency in English-I	2	50
S1.6	Pedagogy of Mathematics-I	2	50
S1.7	Art and Creative Education-I	2	50
S1.8	Yoga Education	2	50
S1.9	Work and Education	2	50
<b>Semester-1 Total</b>		<b>20</b>	<b>500</b>
Code	Second Semester	Credit	
S2.1	Education in Contemporary Indian Society with special reference to Assam	4	100
S2.2	Understanding Society, Education and Curriculum	4	100
S2.3	Pedagogy of Environmental Studies	2	50
S2.4	Pedagogy of MIL-I	2	50
S2.5	Proficiency in English-II	2	50
S2.6	ICT Integrated Pedagogy-I	2	50
SI-I	School Internship-I (4 weeks)	4	100
<b>Semester-2 Total</b>		<b>20</b>	<b>500</b>
Code	Third Semester	Credit	
S3.1	Cognition, Learning and Socio-cultural context	4	100
S3.2	Pedagogy of Mathematics- II	2	50
S3.3	Pedagogy of MIL-II	2	50
S3.4	Pedagogy of English	2	50
S3.5	Art and Creative Education-II	2	50
S3.6	Children's Physical and Emotional Health Education	2	50
S3.7	ICT Integrated Pedagogy-II	2	50
SI-II	School Internship-II (4 weeks)	4	100
<b>Semester-3 Total</b>		<b>20</b>	<b>500</b>
Code	Fourth Semester	Credit	
S4.1	School Culture, Leadership and Teacher Development	4	100
S4.2	Diversity, Gender and Inclusive Education	2	50
S4.3	Optional Pedagogy Courses of Class-6-8 level (Any one of the following)	2	50
	A. Mathematics      B. Science      C. Social Science		
	D. English      E. MIL		
SI-III	School Internship-III (10+2 weeks)	12	300
<b>Semester-4 Total</b>		<b>20</b>	<b>500</b>
<b>Grand Total</b>		<b>80</b>	<b>2000 Hours</b>

# 'Expected Hours of Study' includes classroom teaching at the institution, self-study, group work, field work, assignment making, project work, etc. by the trainee.

## D. El. Ed. Curriculum paradigm

Papers/courses				Marks allocation		
Code	First Semester	Periods/week	**Credit	Ext.	Int.	Total
S1.1	Childhood, Child Protection and Development of Children	4-5	4	70	30	100
S1.2	Early Childhood Care and Education	2-3	2	35	15	50
S1.3	Understanding Language and Early Language Development	2-3	2	35	15	50
S1.4	Towards Self- Understanding	2-3	2	-	50	50
S1.5	Proficiency in English-I	2 - 3	2	35	15	50
S1.6	Pedagogy of Mathematics-I	2 - 3	2	35	15	50
S1.7	Art and Creative Education-I	2 - 3	2	20	30	50
S1.8	Yoga Education	2 - 3	2	20	30	50
S1.9	Work and Education	2 - 3	2	20	30	50
<b>Semester-1 Total</b>			<b>20</b>	<b>270</b>	<b>230</b>	<b>500</b>
Code	Second Semester	Periods/week	**Credit	Ext.	Int.	Total
S2.1	Education in Contemporary Indian Society with special reference to Assam	4 – 5	4	70	30	100
S2.2	Understanding Society, Education and Curriculum	4 – 5	4	70	30	100
S2.3	Pedagogy of Environmental Studies	2 – 3	2	35	15	50
S2.4	Pedagogy of MIL- I	2 – 3	2	35	15	50
S2.5	Proficiency in English-II	2 – 3	2	35	15	50
S2.6	ICT Integrated Pedagogy-I	2 – 3	2	35	15	50
SI-I	School Internship-I (4 weeks)		4	-	100	100
<b>Semester-2 Total</b>			<b>20</b>	<b>280</b>	<b>220</b>	<b>500</b>

Papers/courses				Marks allocation		
Code	Third Semester	Periods/week	**Credit	Ext.	Int.	Total
S3.1	Cognition, Learning and Socio-Cultural context	4 – 5	4	70	30	100
S3.2	Pedagogy of Mathematics- II	2 – 3	2	35	15	50
S3.3	Pedagogy of MIL-II	2 – 3	2	35	15	50
S3.4	Pedagogy of English	2 – 3	2	35	15	50
S3.5	Art and Creative Education-II	2 – 3	2	20	30	50
S3.6	Children’s Physical and Emotional Health Education	2 – 3	2	20	30	50
S3.7	ICT Integrated Pedagogy-II	2 - 3	2	30	20	50
SI-II	School Internship-II (4 weeks)		4	-	100	100
<b>Semester-3 Total</b>			<b>20</b>	<b>245</b>	<b>255</b>	<b>500</b>
Code	Fourth Semester	Periods/week	**Credit	Ext.	Int.	Total
S4.1	School Culture, Leadership and Teacher Development	4 – 5	4	70	30	100
S4.2	Diversity, Gender and Inclusive Education	2 – 3	2	35	15	50
S4.3	Optional Pedagogy Courses of Class 6-8 level (Any one of the following) :		2 – 3	35	15	50
	A. Mathematics	B. Science				
	C. Social Science	D. English				
	E. MIL					
SI-III	School Internship-III (10+2 weeks)		12	100	200	300
<b>Semester-4 Total</b>			<b>20</b>	<b>240</b>	<b>260</b>	<b>500</b>
<b>Grand Total</b>			<b>80</b>	<b>1010</b>	<b>990</b>	<b>2000</b>

\*\*1 credit = 25 marks

# **SEMESTER-1**

<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 1</b>
<b>CHILDHOOD, CHILD PROTECTION AND THE DEVELOPMENT OF CHILDREN</b>		
<b>Marks:70 (ext) +30 (int)=100</b>	<b>Credit: 4</b>	<b>4 – 5 periods per week</b>

### **About the Paper**

The elementary teachers require a deeper and overall understanding about the children and children's behavior, especially of their target children. This paper of the D. El Ed course being introductory one towards that end, tries to focus on the issues related to the child development that will equip the elementary student-teachers to understand different perspectives and issues related to the psycho-social strata of children's growth and development, child protection as well as socio-cultural issues related to it. Stressing the above, the aim of the paper is to build sensitivity among the student-teachers towards children's developmental needs and capabilities in context to their socio-cultural environment.

### **Mode of Transaction**

The paper can be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

### **Objectives**

- To review general conception about child and childhood
- To develop an understanding of different aspects of children's physical, mental, social and emotional development.
- To develop an understanding about the developmental processes of children with diverse abilities in social and cultural context.
- To provide hands-on experience to interact with children and training methods to understand aspects of development of children.
- To develop and understanding about child rights and protection.

### **Unit-wise Content**

#### **Unit 1: Perspectives in Child Development 15**

##### 1.1 Introduction to Development

- 1.1.1 Concept of growth and development
- 1.1.2 Principles of growth and development
- 1.1.3 Stages of development
- 1.1.4 Factors influencing development

##### 1.2 Influence of Nature and Nurture on Development

##### 1.3 Tools for gathering data about children Development

- 1.3.1 Naturalistic observation
- 1.3.2 Interviews
- 1.3.3 Case studies
- 1.3.4 Anecdotal records
- 1.3.5 Reflective journals about children
- 1.3.6 Clinical methods with reference to Jean Piaget

#### **Unit 2: Physical-Motor development 10**

##### 2.1 Growth and Maturation

- 2.2 Motor Development: Gross and Fine motor Development
- 2.3 Role of parents and teachers in providing opportunities for physical-motor development e.g. - Play

### **Unit 3: Social, Emotional and Language development**

**25**

#### 3.1 Social development

- 3.1.1 Meaning and nature of Social development
- 3.1.2 Stages of child's social development
- 3.1.3 Factors that influence social development of children
- 3.1.4 Role of competition, discipline, reward and punishment in social development

#### 3.2 Emotional development

- 3.2.1 Basic understanding of Emotion and Emotional development
- 3.2.2 Functions of Emotion
- 3.2.3 Emotional development in different stages

#### 3.3 Language Development

- 3.3.1 Language development in different stages
- 3.3.2 Factors influencing in language development

### **Unit 4: Concept of Socialization**

**10**

- 4.1 Concept and processes of Socialization
- 4.2 Social, Economic and Cultural differences in Socialization
- 4.3 Influence of home in socialization (Parenting, family and adult child relationship, child rearing practice, separation of children from parents, child in crèches, children in orphanages).
- 4.4 Influence of Schooling in Socialization (School culture, peer influences, relationship with teachers).
- 4.5 Peer influence in socialization (Friendship and gender, competition and co-operation, competition and conflict, aggression and bullying during childhood)

### **Unit 5: Child Protection and Child Rights**

**10**

- 5.1 Understanding Child protection and Child rights
- 5.2 Types of Child abuse: child marriage, child labour, child trafficking, corporal punishment, sexual abuse, emotional abuse, Physical abuse, substance abuse, suicide/stress. (with special reference to Assam)
- 5.3 Acts, policies and schemes related to protection of child rights
- 5.4 Role of family, School and other institutions in protection of child rights.

### **PRACTICUM**

Any one of the following - (To consider all the four tasks in distributing amongst the student-teachers)

TASK 1:-Student-teachers will collect about ten news paper articles that involve issues of parenting and childhood. S/he will analyze those and hold discussions.

TASK 2:-Student-teachers will watch a movie for instance 'Salaam Bombay' or 'Tare Zameen Par' or any other relevant movie to be identified collectively by them, and reflect on portrayal of children in the same. Discussion to be held around depiction of children from varying backgrounds, construct of childhood.

**TASK 3:-**Student-teachers will conduct interview with four to five parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles. They will present their reports in class.

**TASK 4:-**Student-teachers will take data from an elementary school with regard to the growth of children in respect of height and weight, and will analyze the data and present their report.

**Internal Assessment:**

**30**

- ❖ Class assignment : 5 Marks
- ❖ Unit test : 10 Marks
- ❖ Participation in group discussion : 5 Marks
- ❖ Presentation of Individual/group activity: 5 Marks
- ❖ Written Report on practicum : 5 Marks

**Instruction to Faculty/Mentors**

- Make advance planning by the faculty for transacting the major content areas like Childhood, Child Protection and Child development.
- Organize classroom discussion among the student-teachers for conceptual understanding.
- Encourage the student-teachers to study news items, articles, e-books, research papers, journals, e-journals on child development.
- Make Power-point presentation on issues and concerns related to child development and child protection.
- Organize an awareness meet on child protection by inviting resource persons from concerned department like SCPCR, UNICEF, ICPCS, police dept, Child-line etc.

**SIP Activities (to be undertaken in semester-2)**

- ❖ Case study of two children from diverse contexts like socio-economic background, differently able children, street children and children from slum areas.

**Suggested Readings and web links**

1. Growth and Development: E.B. Hurlock
2. Advanced Educational Psychology: J C Agarwal
3. Advanced Educational Psychology: S.K. Mangal
4. Fundamental of Child development and Child Care: Poonam Sharma & Lata Gairola
5. Resource Materials for D.EL.ED. course: SCERT, ASSAM
6. Study Materials for D.EL.ED course : KKSOU/IGNOU/NIOS
7. Indian Childhood; Cultural Ideas and social Reality: Kakkar. S.
8. Sampurna Shiksha: L.H. Das
11. Berk, L. (2003). *Child development*. New Delhi: Pearson.
12. Berk, L. (2007). *Development through the lifespan*. New Delhi: Pearson.
13. Ormrod, J.E. (1998). *Educational Psychology: Developing Learners*. (2nd edn.) New Jersey: Ohio
14. Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi: Orient Longman
15. [National Curriculum Framework 2005 - ncert  
www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)
16. [Resource Book for Commissions for Protection of Child Rights  
http://ncpcr.gov.in/showfile.php?lang=1&level=1&sublinkid=1066&lid=1357](http://ncpcr.gov.in/showfile.php?lang=1&level=1&sublinkid=1066&lid=1357)
17. [Child Protection In India | UNICEF  
http://unicef.in/Story/190/Child-Protection-In-India](http://unicef.in/Story/190/Child-Protection-In-India)
18. <http://wcd.nic.in/ICPS>

<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 2</b>
<b>EARLY CHILDHOOD CARE AND EDUCATION</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit : 2</b>	<b>2 – 3 Periods per week</b>

### **About the paper**

Early Childhood Care and Education (ECCE) is the foundation of human life and this stage is critical in child's all round development since the pace of development during this period is most rapid than at any stages of development. This period prepares them for formal learning and social adjustments in later life. Right kind of stimulating environment will foster holistic development of child, which is globally acknowledged and giving much concern now. This paper is designed to cover all the major aspects of ECCE so that teacher trainee can recognize its importance and implement the same in real situation.

### **Mode of Transaction**

The paper can be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

### **Objectives**

- To understand the importance of early childhood years as foundation for lifelong learning and development.
- To develop awareness and to reflect on the perspectives, priorities and problems of ECCE.
- To develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and its implications for elementary stage of education.
- To understand principles of developmentally appropriate ECCE curriculum and Implement the same pedagogical approach for transacting different curricular areas of school education.
- To understand the importance of home, school and community linkage in ECCE.
- To understand the role of parents, teachers, community and other stake holders and make a network to generate awareness and seek their involvement in ECCE programmes.

### **Unit-wise Content**

#### **Unit 1: Definition, Nature and significance of Early Childhood Care and Education 8**

- Perspective of Early Childhood Education.
  - Objectives of holistic ECCE curriculum,
  - Significance of Early Childhood as a critical period for lifelong learning and development.
  - Impact of Children's home background, community and school experiences in their Holistic Development.
- 1.5 Influence of Nature and Nurture on development of child - Role of Parents, Teachers and Community
- 1.6 Agencies involved in ECCE.

#### **Unit 2: Understanding of developmentally appropriate ECCE curriculum 10**

- 2.1 Developmental milestones and range in individual development
- 2.2 Age appropriate learning opportunities to foster holistic development of child according to National policy of ECCE, 2013
- 2.3 Importance of play and activity based learning in ECCE.



- 2.4 Integrated set of experiences (developmentally appropriate practices) to foster holistic growth and development of domains (language, physical, cognitive, social, emotional and aesthetic development) of children.
- 2.5 Curricular issues and concerns (Multilingualism, Inclusion, Gender, equality, Adverse effect of early Formal instruction, School readiness, ).
- 2.6 Linkage between ECCE and primary education.

**Unit 3: Planning and management of ECCE classroom 9**

- 3.1 Principles of planning a balanced and contextualized programme of ECCE .
- 3.2 Long and short term programme planning.
- 3.3 Planning and design of theme-based activities (based on holistic approach) with appropriate learning materials on ECCE programme.

**Unit 4: Assessment in ECCE 8**

- 4.1 Principles of Assessment and reporting.
- 4.2 Maintaining records and registers for children’s progress.
- 4.3 Reporting children’s progress.
- 4.4 Set of standards (eight key standards) to ensure quality ECCE.

**PRACTICUM 10**

- Preparation of theme-based activities and age appropriate learning materials on five domains for all round development (Language, physical, cognitive, socio- emotional, aesthetic-appreciation and creativity).
- Preparation of Programme schedule for all round development of child.

**Internal Assessment 15**

- Practicum : 10 marks
- Unit-test : 5 marks

**Instruction to Faculty/ Mentors**

Topic transaction will include the following:

1. Discussion and debate
2. Seminar/Workshop
3. Field trip
4. Case Study
5. Preparation and demonstration of learning materials.

**SIP Activities (To be undertaken in semester-2)**

1. Teacher trainee will select various theme-based projects, for example flowers, vegetables, birds, water, family, transport, community helpers, animals etc. They will prepare activities on any one theme covering all domains. The essence of this approach is “integrated learning” and “learning by doing”. For example under the theme flower some of the activities that could be planned by a teacher for learning based on concrete experiences.

For example –

- Exploring the flower on the basis of their sizes, colour, smell etc.
- Singing rhymes/songs on flower
- Listening to and narrate stories about flowers
- organising a visit to a flower garden

- Activities for concept formation, classification, seriation, matching, colouring, painting etc.
2. Preparation/Development of age appropriate learning materials by the student-teachers and used the same in internship period

Through this theme based project children will gather concrete experiences about their environment. It is important for the teacher to keep on mind that the activities planned should have the potential to provide children to nurture their curiosity, creativity and the joy of learning to sustain their interest.

**Suggested Readings and web links:**

- a) The National ECCE Curriculum Framework (NECCECF) developed by the Ministry of Women and Child Welfare.
- b) National ECCE policy 2013.
- c) Early Childhood Care and Education-A Way forward NCERT.
- d) Exemplar Guidelines for Implementation of Early Childhood Care and Education (ECCE) Curricular NCERT.
- e) Early Childhood Education Programme NCERT.
- f) Learning without Barden- Prof. Yash Pal
- g) <http://www.childrensrights.ie/childrens-rights-ireland/un-convention-rights-child>

<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 3</b>
<b>UNDERSTANDING LANGUAGE AND EARLY LANGUAGE DEVELOPMENT</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit : 2</b>	<b>2 – 3 Periods per week</b>

### About the Paper

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics language operationalizes as it exists in the classroom, in children's homes and the larger society and Nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

Reading and comprehending expository texts or texts of content area involve entirely different strategies and processes as compared to narrative texts.

### Mode of Transaction

Discussion, pair and group activities, workshop, assignment, project work, questioning and responding, case study, lecture, literary activities, etc.

### Objectives

To help the student-teachers to understand the

- Nature of language
- Interplay of language and society
- Process of language acquisition in the early years
- Language diversity and multilingualism
- Handling aspects of grammar not in isolation but by creatively integrating it with text.

### Unit-wise Content

#### **Unit 1: Language and Communication in society 10**

- 1.1 Nature of language
- 1.2 Need of language for acquiring other knowledge
- 1.3 Language is dynamic, creative, arbitrary and perpetual
- 1.4 Carrier of culture and heritage
- 1.5 Self expression tool

#### **Unit 2: Language Acquisition and Learning 10**

- 2.1 Language and the child
- 2.2 Home language, school language and transition from home language to school language
- 2.3 Acquisition of language skills
- 2.4 Structure of language, phonics and phonology
- 2.5 Morphology of language, Phonics and phonology

#### **Unit 3: Language Diversity and Multilingualism 9**

- 3.1 Constitutional provisions about language

- 3.2 What is multilingualism?
- 3.3 Language Diversity in the context of Assam
- 3.4 Use of Multilingualism as a resource and role of the teacher
- 3.5 Three language formula
- 3.6 Multilingual Classroom

**Unit 4: Language across the curriculum**

**6**

- 4.1 Place of language in the curriculum
- 4.2 Language learning and learning through language
- 4.3 Functions of language inside and outside the classroom and school

**Practicum/Activities:** (Number 1 is compulsory and any one from the rest)

**5 x 2=10**

1. Literary activities like debate, extempore speech, storytelling, role play, etc.
2. Development of charts related to language learning
3. Project work on multilingualism, home language and other languages in the neighbourhood.
4. Collection of folk tales, stories, folk songs, etc.
5. Writing essays and articles on language related issues
6. A case study on multilingual classroom
7. Critical analysis of texts – newspaper, children literature, journal, textbooks, etc.

**Internal Assessment:**

**15**

- Practicum: 10 marks
- Unit test : 5 marks

**Suggested Readings and web links:**

- i) Adhunik Bhasa Bignan Parichaya – Dr. Phanindra Narayan Dutta Baruah
- ii) Proyog Bhasa Bignanar Ruprekha - Dr. Phanindra Narayan Dutta Baruah
- iii) Bhasar Twattva Katha- Edited by Dr. Nahendra Padun
- iv) Upa Bhasa Bijnanar Bhumika – Dr. Ramesh Pathak
- v) Nika Asamiya Bhasa – Dr. Maheswar Neog
- vi) Study materials for D.El.Ed course KKHSOU/IGNOU/ NIOS.
- vii) OER “Multilingualism in classroom” of TESS-India (EE-12)
- viii) [www.adam-mila.com](http://www.adam-mila.com)
- ix) [www.mentalhelp.net](http://www.mentalhelp.net)

<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 4</b>
<b>TOWARDS SELF-UNDERSTANDING</b>		
<b>Marks: 50 (internal)</b>	<b>Credit : 2</b>	<b>2 Consecutive periods per week</b>

### **About the Paper**

The main aim of the course is to facilitate the development of individuals who can take responsibilities for their own learning and give a conscious direction to their lives. Through this course the student teachers will also develop a capacity for socio-cultural sensitivity, effective communication skills and ways to create the harmony within one's own self and society. The self writings, workshops, seminars and discussions are also aimed at to equip the trainees with "positive attitude" and "self development."

The course is designed in the form of self writings, workshops, seminars, group works, project works and interaction to assimilate and internalize the present situations adequately. The writings include creative writings, participation in workshop and seminars, which would include interactive sessions, group discussion, presentation etc. Hence, the nature of this course is practical based in the form of writing, workshop and seminar to be exclusively monitored and evaluated at respective TEIs.

### **Mode of transaction**

Considering the nature of the course, the workshops and seminars will be conducted with contextualized material and formats. This course will be transacted through workshops, seminars and various types of writing tasks, monthly journal writings, group discussion, sharing and interaction with experts/faculties/mentors using audio-visual devices.

Visit to meditation centre, spiritual development centre in the nearby locality may provide an additional opportunity for understanding the self.

### **Objectives**

- To help the student-teachers to develop communication skills and ways to establish peace and harmony within oneself and with society
- To facilitate personal growth and social skills amongst student-teachers.
- To enhance self-awareness, self-acceptance, self-confidence and self-motivation for their personal development as well as professional growth.
- To motivate student-teachers towards quality teaching-learning processes.
- To develop capacity of student-teachers in application of professional attitude and deliberation skill

### **Unit-wise Content**

#### **Unit 1: Writing tasks (Any five of the followings)**

**5×3 = 15**

- Monthly creative writing on classroom experience, observation of life situation, ideas and issues that develop their capacity for reflection
- Script writing on Personal and Social values.
- Case study on personal and professional growth.

- Educational article and auto-biography ( at the beginning of the D. EL. Ed course)
- Reflective statements of aspiration and expectation based on one's learning through the course
- Own experience on good or bad events of his/her life for which a turning point has come into his/her life
- Event of social involvement and resultant outcome
- Life history of spiritual leaders and great philosophers with special reference to Assam
- Application of life skills and solving problem in real life situation.
- Qualities of a leader.

NB: The Mentor/Faculty will give any five items to every student-teacher. S/he will distribute the tasks among the student-teachers keeping in mind all the above ten writing tasks. S/he will also give outline theoretical knowledge to the student-teachers on all the writing tasks before assigning the writing tasks.

**Unit 2: Workshop (Any five)**

**5×5 = 25**

- SWOT Analysis (personal, institutional, organizational or any other activities with reference to the functioning of the school)
- Vision, aspiration and purpose of life.
- Self-discovery and exploration of self.
- Development of Team-spirit and working in groups.
- Empathetic approach to solving problems.
- Development of communication skills as reflective practitioner.
- Personal and professional growth through developing skills, values and attitude.
- Johari window for self development
- A significant event or experience in life and its outcome.
- Life skills and soft skills
- Mindfulness and meditation.
- Conflict resolution and stress-management.

NB: The Mentor / Faculty will give detail instructions on the above topics and select any five topics for conducting the workshop.

**Unit 3: Seminar (Any two)**

**5×2 = 10**

- Education and Environment - a critical analysis.
- Role and responsibility of a teacher in present day context.
- Role of Science and Religion in society.
- Contribution of a great spiritual leader/ philosopher towards social development
- Ego and self in relation to human development.

**Instruction to Faculty/Mentors**

Highlighting Points for conducting seminar/workshop

- Objective formulation.
- Display of film, CD etc. or reading of a text.
- Small group discussion on selected themes.
- Debate, discussion, extempore speech etc.

## **SIP activities**

At least 2 workshops and one seminar are to be practised in school by the student-teachers at school internship programme.

## **Suggested Readings and web-links**

- The Secret by Rhonda Byrne Published by ATtria Books beyonds Words Publishing, 2006, Australia.
- You can win by Shiva khera
- The auto-biography of an Yogi – Paramhangsha Yogananda-Philosophical Library
- Education and youth by Vivekananda.
- ‘The Tipping point by Malchlam Gladwel
- ‘Stay hungry- stay Foolish’ by Roshmi Bansal
- ‘Ego is the enemy’ by Ryan Holiday
- Recommended reference materials by NCTE.
- [www.mindfithypnosis.com](http://www.mindfithypnosis.com)
- [www.study.com](http://www.study.com)
- [www.actionresearch.net](http://www.actionresearch.net)
- [www.simplypsychology.org](http://www.simplypsychology.org)

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 5</b>
<b>PROFICIENCY IN ENGLISH -I</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to use simple translation or guide books for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach to proficiency in usage and proficiency in classroom teaching. The paper emphasizes on both theoretical and practical aspects. Each unit contains particular activities related to the contents of the unit.

### **Mode of Transaction**

- (i) Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- (ii) Text analysis of school textbooks to improve skills in critical literacy.
- (iii) Reflecting on one's own learning to make connections with pedagogy.

### **Objectives**

- To strengthen the student- teachers' own English language proficiency
- To make the student-teachers realize the status of English in Indian context
- To develop the four basic language skills
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable student-teachers to link these with pedagogy

### **Unit-wise Content**

#### **Unit 1: Status of English**

**5**

- 1.1** Historical perspective of English in India: an introduction
- 1.2** English around us
- 1.3** English as a global language
- 1.4** Constitutional provision; English as an Associate official language; Three-language formula in Indian Education system
- 1.5** English as a Second/ Foreign language



## ACTIVITIES:

- i) Listing out familiar English words used in day-to-day life
- ii) Classroom discussion: use of English in our day-to-day life and in classroom situations

## Unit 2: Understanding Language: Listening to and Producing Oral Discourses

10

- 2.1 Introduction: language as a means of communication and thinking; Importance of a **language-rich classroom** and how to organize it
- 2.2 Developing Listening and Speaking Skills :
  - 2.2.1 Listening with comprehension
  - 2.2.2 Analyzing Discourse features: Segmental features – sound system of English (IPA)
  - 2.2.3 Analyzing the Supra- segmental features: stress, rhythm, intonation
- 2.3 Making Oral Presentation and Constructing different Oral Discourses
- 2.4 Opportunities to use language in context

## ACTIVITIES: Listening and Speaking

- i) Theme-based Oral Interaction
- ii) Listening to and producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, advertisements, etc.)
- iii) Using classroom-theatre : role-play, drama
- iv) Giving and eliciting feedback for all the oral activities in terms of Segmental and Supra-segmental features
- v) Storytelling and Re-telling

## Unit 3: Critical Reading

10

- 3.1 Introduction: developing Reading skills and strategies for Reading:
  - 3.1.1 Reading aloud and Silent reading
  - 3.1.2 Intensive and Extensive reading
  - 3.3.3 Skimming and Scanning
  - 3.3.4 Scaffolding
  - 3.3.5 Inference and Extrapolation
  - 3.3.6 Coherence and Cohesion
- 3.2 Reading different types of texts with comprehension and identifying their features: news reports, articles, letters, notices, advertisements, narratives, biographies/autobiographies, jokes, stories, riddles, etc.
- 3.3 Reading for global and local comprehension
- 3.4 Understanding the theoretical postulates of critical theory
  - 3.4.1 Concepts used
  - 3.4.2 Soundness of the arguments
  - 3.4.3 Value and relevance of the assumption
  - 3.4.4 The tradition on which the text is given
- 3.5 Understanding the process of critical reading
  - 3.5.1 Before reading
  - 3.5.2 While reading
  - 3.5.3 After reading
- 3.6 Recognizing errors as a learning process : Miscue analysis

**ACTIVITIES:** Reading skills:

- i) Practising reading of different texts for discourse analysis
- ii) Interpreting pictures, tables, graphs, diagrams, etc.
- iii) Scaffolding Activities: Show and Tell
- iv) Reviewing any book /article/ text
- v) Using Reading as a tool for reference skill, i.e. use of Dictionary, Encyclopedia, Thesaurus, Internet etc.

**Unit 4: Vocabulary in Context**

**10**

**4.1** Introduction: What is vocabulary and how to increase it ?

**4.2** Classification of words :

**4.2.1** Closed-word classes

**4.2.2** Open-word classes

**4.2.3** Function words

**4.2.4** Content words

**4.3** Categories of vocabulary: lexical , phrasal, clausal

**4.4** Word Formation : Prefix , Suffix , Compounding

**4.5** Word types : synonyms , antonyms, homophones, homographs, homonyms , phrasal verbs, idioms

**ACTIVITIES:**

- i) Reading passages and analyzing the distribution of linguistic elements (vocabulary)
- ii) Making generalizations on syntactic and morphological properties
- iii) Checking the generalization in the light of new passages.

**PRACTICUM**

Assignments, Workshops and other activities

**10**

Workshop : Designing and preparing materials/tools to develop the skills – listening, speaking, reading.

Other activities : (i) Working with words (taking help of Unit 4)

(ii) Classroom discussion / Theme-based interactions

(iii)Collecting and analyzing different types of reading materials (theme, grammatical aspects, inherent information/idea etc.)

**Internal Assessment**

**15**

- Practicum : 10 marks
- Unit Tests: 5 marks

**Instructions to the Faculty/ Mentors**

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials.
- Activities (mentioned after each unit) to be carried out during the transaction have to be properly documented and recorded. Report on the same should be prepared for future reference/internal assessment.
- To assess the student-teachers internally, the PRACTICUM activities should have to be carried out strictly.

- Formats required for reviewing books/articles/texts and for workshop activities are to be developed beforehand in workshop mode engaging the student-teachers.

### **Suggested Readings, web-links**

- (i) NCF 2005; NCFTE2016; NCTE/SCERT Guidelines for D.El.Ed course
- (ii) Resource Materials of D. El. Ed course Published by SCERT, Assam.
- (iii) SLMs for D. El. Ed course published by IGNOU, KKHSOU, NIOS, etc.
- (iv) OERs and TDUs of TESS-India
- (v) Books on Spoken/Oral English published by SEBA and other Publications
- (vi) Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- (vii) [www.tess-india.edu.in](http://www.tess-india.edu.in)
- (viii) [www.britishcouncil.org](http://www.britishcouncil.org)
- (ix) Other relevant websites.

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 6</b>
<b>PEDAGOGY OF MATHEMATICS-I</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

Young learners come to school with some practical knowledge and experiences of mathematics that is learnt by them in their own ways. They start learning mathematics as a subject using symbols etc, systematically only after coming to school. In school, they should understand the basic mathematical concepts. The student-teachers need to know that children's understanding and thinking in basic mathematical problems and its solution in their day to day the life is important for effective learning. Teacher must have the knowledge of pedagogy cum content areas of mathematics, as per need of learners and learning achievement.

The aim of this course is to sensitize perspective teachers that not only do they need to reflect on their own knowledge of mathematical content taught at primary levels but they also need to connect to children and their experiences.

This course would enable both teachers and students to promote learning. The subject is to be transacted both theoretically and practically. Evaluation of the subject is to be done using different tools and techniques for evaluation and through practical activities and Project method to facilitate learning of Mathematics.

### **Mode of transaction**

- Activity based method using TLM.
- Dialogue discussion and conversation on their known environmental learning experiences.
- Exploration of mathematical idea, concept using examples and non examples as well.
- Workshop mode for solving different types of real problem as well as acquisition of mathematical knowledge.
- Project of survey works.
- Field visit

### **Objectives**

- To enable student-teachers to develop deeper insights into the content areas of mathematics at Primary level.
- To make them enable to think and reason mathematically.
- To develop them with sufficient knowledge and skills that helps them in designing appropriate activities for children.
- To help student-teachers develop skills, deeper insights, acquire appropriate attitude, learn effective strategies that promote children's learning.
- To sensitize student-teachers about the way in which children respond to mathematical knowledge.
- To help student-teachers develop deeper insights into the content areas of mathematics at Primary level.
- To make student-teachers aware of the facts that impact on the process of acquisition of mathematical knowledge.

## Unit-wise content

<b>Unit 1: Introduction to Mathematics</b>	<b>7</b>
1.1 What is Mathematics?	
1.2 Where and how do we find Mathematics in our life?	
1.3 What are the aims and objectives of teaching Mathematics at Elementary level?	
1.4 Need and importance of Mathematics in our life.	
1.5 Educational values of teaching Mathematics.	
1.6 Different aspects of teaching Mathematics : concepts, process, symbol and language.	
1.7 What is Mathematization?	
1.8 How to make Mathematics learning Joyful?	
<b>Unit 2: Principles and Methods of teaching Mathematics</b>	<b>6</b>
2.1 Understanding the learners.	
2.2 Understanding the learning process.	
2.3 Beliefs about teaching learning process.	
2.4 Learning and teaching errors.	
2.5 Methods of teaching Mathematics: Inductive-Deductive, Specialization and Generalization, Play-way method, Analytic-synthetic method, Heuristic method, Project method, Laboratory method, activity- based method as a new pedagogy in learning material.	
<b>Unit 3: Counting, Numbers and their operations</b>	<b>10</b>
3.1 Pre-number concept	
3.2 Numbers, Digits and Numerals	
3.3 Place value and face value of Decimal number system, Roman number system, International number system	
3.4 Real Number system: Natural, Whole, Rational.	
3.5 Arithmetic operations (+, -, $\times$ , $\div$ ) and solving problem related to these operations using number line; Operation with integers.	
3.6 Fraction: Concept, types, equivalent fraction, addition, subtraction, decimals, conversion of Decimals into Vulgar and Vulgar into Decimals.	
<b>Unit 4: Geometrical Shapes and Patterns</b>	<b>8</b>
4.1 Two- dimensional (2D) shape and Three- dimensional (3D) shape	
4.2 Understanding different geometrical shapes : Naming, Classification and Characteristics.	
4.3 Concept of patterns, understanding of patterns in Shapes and Numbers.	
4.4 Concept of Point, Plane, Line, Line segment, Ray, Curve, Straight line, Parallel line and Perpendicular line.	
4.5 Concept of Angle : its different types (as per their measurement/ positions/Comparison)	
4.6 Concept of Triangles : its different types (basing on side and angle)	
4.7 Quadrilaterals (Square, Rectangle, Parallelogram, Rhombus, Trapezium etc.)	
4.8 Tangrams and its use for making the learning joyful.	
<b>Unit 5: Contribution of Mathematicians</b>	<b>4</b>
5.1 Aryabhata	
5.2 Brahmagupta	
5.3 Ramanujan	
5.4 Euclid	
5.5 Pythagorous	

## PRACTICUM

### Projects (Any one)

3

Some of the suggested topics:

- Select a village other than your own and take all the households for the study. Select only those houses, the house numbers of which are multiples of 3. Take the family members of those houses and make a survey of the educational status of those families. Prepare appropriate format for collection of data and for answering any question related to the data collected by you. (Level of the mathematical concepts should be raised)
- Visit five small markets nearby your village which remains open only on two selected days of every week. You are to choose only fifteen (15) vegetables under your consideration generally available in these markets for sell. You are to compare the price of those vegetables with one market with the other markets and select the market where the vegetables are sold cheap. Use proper format for recording of each of the items with necessary statistically valid diagram for interpretations and inferences.

### Assignments (Any two)

3

- Prepare a chart on numbers, shapes, pattern mentioning the purpose and uses.
- Listing of TLM required and preparing and collecting the TLMs for handling a particular concept /lesson of a textbook.
- Prepare a list of English capital letters of the English Alphabets and symbols from 0 to 9 which can be divided into two exactly equal parts in all aspects. Show the line of divisions through which they can be divided equally. State the number of ways a particular letter can be divided.
- Prepare a chart having different types of lines and triangles using sticks.
- Draw any object - house, animal etc. with the regular shapes known to the student-teachers and available in the geometry section of mathematics of elementary level.

### Compulsory activity

3

Analysis of any lesson of elementary level (classes III to VIII), one for lower Primary and the other for upper primary levels in terms of learning outcome, activity and designing of innovative activity for handling the lesson in real classroom situation.

### Internal Assessment

15

- Compulsory activity : 3 marks
- Project work : 3 marks
- Assignment : 3 marks
- Unit test : 6 marks

### Suggested Readings and web-links

- Textbooks on Mathematics for classes I-V prepared by the SCERT, Assam.
- Teaching of Mathematics: Kocchar, Publishing editor
- Ganit Shikshan: H.K.Sharma.
- Resource materials for D.El.Ed: SCERT, Assam.
- Study materials for D.El.Ed. course: KKHSOU/IGNOU.
- OER 'Using number games: developing number sense' of TESS-India (EM-01)

- OER ‘Mathematical stories: word problems ’ of TESS-India (EM-04)
- OER ‘Asking questions that challenge thinking’ of TESS-India (EM-05)
- OER ‘Making children believe they CAN do mathematics: Operation and Fraction’ of TESS-India (EM-06).
- OERs (Secondary mathematics) of TESS-India.
- Lower Primary and Upper Primary training modules on Mathematics: SCERT, Assam.
- [www.nctm.org](http://www.nctm.org)
- [www.math.osu.edu](http://www.math.osu.edu)
- [www.tc.columbia.edu](http://www.tc.columbia.edu)

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 7</b>
<b>ART AND CREATIVE EDUCATION-I</b>		
<b>Marks: 20 (Ext) + 30 (int)= 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

The well being and fulfillment of an individual is the common thread of the component of Fine Art and creative Drama, literary art, cinema etc. Art education aims to help connect these with the inner aspects of one's being to appreciate and create beauty and harmony within and outside. It is not about beautification applying something from outside, but an ability to appreciate the inherent rhythms, beauty and harmony in forms, relation and character.

### **Mode of transaction**

It includes the use of imagers (photo, painting) as a stimulus for exploration, still photographs of students themselves leading to tracking a line of thought about some issues.

Participative learning using role play, hot seating, building stories/songs, making and analyzing character's diary, personal belongings (objects) of characters. The student-teacher would be given opportunity to explore information about different topic. The student-teachers will organize exhibition and make visit to place of importance.

### **Objectives**

- To develop creative, self expression through different forms of Art.
- To appreciate different forms of art
- To develop skill of keen observation, imagination, patience and discipline.
- To develop aesthetic sensibility
- To develop commitment of aesthetic cultural bond with the society.
- To exchange thought and culture
- To identify and develop own creativity and potential
- To recognize the role of drama in elementary school education.

### **Unit wise content**

#### **Unit 1: Development of skills in different concepts of Art and Creativities 10**

- 1.1 Script writing for role play, street play, one act play (themes: Plantation, Child Labour, Human Rights, Disaster Risk Reduction, Peace Education, Education for all population, superstar etc.).
- 1.2 Outdoor sketch/drawing from natural object/still life etc.
- 1.3 Stencil painting/making of pot /greetings card/ collage etc..
- 1.4 Clay modeling

#### **Unit 2: History and theory of Art 5**

- 2.1 History of Art ; Basic idea of Local art (Historical monument/ heritage sites of Assam )
- 2.2 Difference between painting and sculpture.
- 2.3 Concept of composition
- 2.4 Concept of fine arts
- 2.5 Aims and educational values of fine arts.
- 2.6 Understanding inter-connection between Art and Culture; Aesthetics and livelihood.
- 2.7 Artist/sculptor/ poet/ actor/ litterateur of Assam



- 3.1 Importance of integrating Art and creative education with curricular subjects.
- 3.2 Ways of integrating Art and creative education with curricular subjects.

**PRACTICUM**

- Outdoor studies- observation of nature/landscape /colour composition
- Preparation of Album/ Project work on great personality/ interview with Artists/ field visit project.
- Script writing / creative writing
- Making of Poster /Pot / Calendar / Greetings card/ Collage etc.
- Development of Innovative Art Centre (In the locality)

**Internal Assessment****30**

- Performance and participation in workshop/ drama/ paintings etc :10 marks
- Assignment submission : 5 marks
- Debating on any current topic : 5 marks
- Practicum : 5 marks
- Unit Test :5 marks

**Instruction for Mentors/ Faculties**

- Facilitation and CCE is important on Art Education
- Encourage student for free expression and creativity.
- Work together on small and large project.
- Encourage students to develop an insight towards sensibility and aesthetics appreciation.
- Get an opportunity to observe and then imagination.
- Make student understand cultural diversity by recognizing different traditional art forms prevalent in the country.  
Involve students for innovative thoughts

**SIP activities (Any two)**

1. Preparation of collage on nature, great man, school etc.
2. Making of Poster/hoardings/advertisement for awareness programme against social evils.
3. Writing of creative drama, script, poem and other literature
4. Preparation of hand magazine/wall magazine etc.
5. Beautification of School campus.

**Suggested Readings and web-link**

- Bharatiya charukalar Rengani: Mousumi Kandali, ASTPPC
- Asamar adhunik Shilpakala: Mousumi Kandali, Black and white, Gujarat
- Fine Arts: Pradip Nath, AANK-BAAK, Guwahati
- Shilpakalar kramovikash: Gouri Barman, Asom prakashan parishad
- Art Education: J. Prashad, Kanishka publisher, N. Delhi
- Asomar lok shilpakola: D. K. Talukdar, Bani Mandir, Guwahati
- Shilpakolar Navajanma: Shobha Brahma, Students' store, Guwahati
- Shilpakolar Upalabdhi and Ananda: Nilmoni Phukan, Anwasha, Guwahati
- How to look at Art by Susie Hodge

- The Arts and the Creation of Mind by Elliot W. Eisner
- Classroom management for Art, Music and PE Teachers – Michael Linsin.
- 200 projects to strengthen your Art skills by V. Colston.
- [www.theartofed.com](http://www.theartofed.com)
- [www.incredibleart.org](http://www.incredibleart.org)
- [www.artandeducation.net](http://www.artandeducation.net)

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 8</b>
<b>YOGA EDUCATION</b>		
<b>Marks: 20 (ext) + 30 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

The yoga education is a part of health & physical education. While the role of education on health & physical Education has been widely acknowledged but impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health & physical education. A holistic understanding of yoga education and therapeutic value of yoga practices helps physiological and mental development of individuals. Since Vedic era the Yoga education is being practiced in India. The saints use to practice yoga for meditation. Nowadays, yoga education is considered as an important subject for the child, through which physical, mental and spiritual development can be achieved. The student-teachers needs to understand that by practicing Yoga one can realize that “Prevention is better than Cure”.

In present day, yoga becomes the gift to human kind- which has been practiced from the ancient ages. To get the optimum benefits it should be started from early part of life .The activity of yoga starts from the age of five years and pranayamas from eight years. Before the age of five the child can go for light stretching exercises, light yogic exercise and balancing activity. After reaching the five years of age the child can involve in Asana and Meditation. Pranayama and other activities start from eight years onwards.

### **Mode of transaction**

This course is designed as a compartment of practicum as well as the theory, and would be subjected to both the external and internal assessment including internship. Considering the nature of the course, the both theory classes and practices are to be conducted. Utilization of the resources of Professionals, audio-visual devices may provide additional inputs to the student-teachers.

Visit to meditation centre, spiritual development centre in the nearby locality may provide an additional opportunity to the student-teachers.

### **Objectives**

- To build a holistic understanding of the concept of yoga
- To understand the reciprocal linkage between health & yoga.
- To build the knowledge of teaching yoga.
- To understand the importance of yoga education and its spiritual sanctity.

### **Unit-wise content**

#### **Unit 1 : Introduction to Yoga And History of Yoga**

**5**

- 1.1 Concept, definition and history of Yoga
- 1.2 Scope of Yoga
- 1.3 Aims and objectives of Yoga

**Unit 2 : Patanjali Yoga & Post Patanjali Development****5**

- 2.1 Eight limbs of Yoga
- 2.2 Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana ,Dhyana and Samadhi
- 2.3 Tantra Yoga ,Yoga Vasistha, Hatha Yoga and tradition
- 2.4 Japa, Ajapa and Hatha Yoga meditation

**Unit 3 : Physiology and Psychology of YOGA****5**

- 3.1 Supplemental exercises, yoga compensation exercises, yoga regeneration exercises, power of Yoga.
- 3.2 Therapeutic and healing of different mental and physical disorder, wellbeing, anxiety, depression, concentration and self actualization
- 3.3 Effects of yoga on physiological system, circulatory, skeleton, digestive, nervous, respiratory & excretory system

**Unit 4 : Types of Yoga****5**

- 4.1 Asanas, Pranayama, Kriya, Mudra, Bandha, Dhyana
- 4.2 Pranayama: Kapalbhati, Bhastrika, Anulom-vilomo.
- 4.3 Asanas: Bhujangasana, Salabhasana, Naukasana, Ardha Salabhasana, Sarpaasana, Dhanurasana
- 4.4 Supine type: Uttana padasana, Setubandhan asana, Sarvasana, Ardha halasana,Chakrasana, Pabanamuktasana,Viparitkaranimudra, Matsyasana, Halasana, Sputa padamustasana,
- 4.5 Sitting type: Sukhasana, Ardha Padmasana, Padmasana, Bajrasana, Sawasana.

**PRACTICUM****(a) Field visit/Reporting/Interview (Any one)****5**

1. Visit any yoga centre and write a report on the activities conducted at the centre.
2. Interview any one yoga practitioner and write a report on benefits experienced by him/her.
3. Demonstrate before the peer group any five asana and write a report on them.
4. Write about the International yoga day observed on 21<sup>st</sup> June in their respective district.

**(b) Practical****10**

1. The student-teacher will conduct Pranayam, Anulom -Vilom, Kapalbhati, Bhastrika , Meditation etc. every day in the morning assembly at least for 10 .
2. The student-teacher will practise the asanas at least 5 in the morning / evening session every week as per the time –table.
3. The student-teacher will arrange demonstration of yogasana in the TEIs at least for one-half of a day during the semester-1.

**Internal Assessment****30**

- Assignments: 5 marks
- Practical of Yoga: 10 marks
- Field visit/Reporting/Interview etc.: 5 marks
- Unit Tests: 10 marks

## **Instruction to Faculty/Mentor**

The Faculty/Mentor will define the aims and objectives as mentioned earlier and the benefits of continuous practice of pranayams and asanas. S/he will discuss in class the principle of yoga, precaution etc. S/he will advise the student-teachers to wear comfortable clothes for asana during the yoga practice, and not to compel the student-teachers to do asanas, who are having some reasonable problems. S/he will note down the performance of teacher trainees during practical session for assessment. S/he will also give class assignments to the student-teachers for internal assessment.

## **SIP activities**

- Organization of Yoga - Student-teachers will conduct different types of ASANAS – Sukhasana, Ardha Padmasana, Padmasana, Bajrasana, Halasana Bhujangasana, Savasana etc. during the SIPs of all the three semesters of the course.
- Collection of data/information of persons of the locality who is cured by yoga therapy from ailments like -paralysis, mental depression and trauma, drug-addiction etc.

## **Suggested Readings and web-links**

1. Sound Health Though Yoga – Dr. K. Chandrasekaran (1999)
2. Asanas – Dr. P. Mariayyah (1998)
3. Patanjali Yoga Sutra – H.R.Nagendra & T. Mohan
4. The Science of Yoga – I.K.Taimani (2001)
5. The Art of Yoga – Iyenger B.KS (1985)
6. An introduction to Indian Philosophy, University of Calcutta
7. “Asanas ; Why and How” – Sri O.P. Tiwari, Kaivalyadhama Lonavla Pune
8. The Complete Book of Yoga–Harmony of Body:Yog Vigyan Bharathiya Yog Sansthan, Delhi
9. Yogic Therapy – Swami Kuvalayananda and Dr. S.L.Vinekar (1963)
10. Techniques of Yoga and Kriya – Swami Satyananda Saraswati
11. All about Hinduism, Swami Sivananda – Divine life society of Risikesh
12. The Yoga of Patanjali, Bhandarkar – Yardi M.R. ( 1979)
13. Yoga Mimamsa Journal
14. Yogassanas : A teachers guide NCERT (1983)
15. Yog Jyoti (Assamese) – Yogasarja Jyotish Kalita, Sadhana
16. Yoga: An instruction Booklet – Vivekananda Prakasan Trust, Chennai
17. *Swastha aru Saririk Sikshar Hatputhi* (A book on health and physical education in Assamese) by Pradip Sarma, Sr. Lecturer, DIET Barpeta, Howly 9435102385, 9101826143
18. Yoga for school student (Assamese) – Vivekananda Kendra, Nalbari
19. [www.healthandyoga.com](http://www.healthandyoga.com)
20. [www.kiit-yoga.in](http://www.kiit-yoga.in)

<b>Year: 1<sup>st</sup></b>	<b>Semester: 1</b>	<b>Code: S1. 9</b>
<b>WORK AND EDUCATION</b>		
<b>Marks: 20 (ext) + 30 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

One of the aims of education in operational term is that school education must attempt to empower the child to be a worker. Any activity an individual takes up is not work. But planned activities to produce, maintains, improve, innovate or transform materials, facilities, living condition or services with the specific purpose of meeting needs of conservation on extension in socially approved ways are the works. Works results production which should be socially useful and valuable. Works provide both knowledge and skills through well structured and graded programmes which would help the students on their entry in to the world of works with positive attitude and values. Obviously, it is said that where there is no work there is no education. Hence work is strictly adhered to education.

### **Mode of transaction**

- Engaging students in group activity/ group discussion after conceptualization of meaning and relationship between work and education.
- Engaging in survey, field studies etc.
- Reports submission of assignment (school and out of school) as per prescribed format.
- Interview & Assessment.
- Demonstration in the process of preparation of different materials

### **Objectives**

- To build a holistic understanding of the concept of work, learning, growth and development.
- To understand the role of the teacher and possible ways of engaging children in works.
- To examine specific programme related to work and education in school.
- To link theoretical and conceptual learning through work.
- To understand the significance of works for having true learning and emphasizing dignity of labor.

### **Unit-wise content**

#### **Unit 1: Understanding work Education**

**5**

- 1.1 The meaning of work and its place in education.
- 1.2 Objectives of work education in school.
- 1.3 Difference between vocational education and work education.
- 1.4 Work education integrate all the four pillars of education foundation - Learning to know, Learning to do, Learning to live together and Learning to be.
- 1.5 View of Mahatma Gandhi, Rousseau regarding work education.
- 1.6 Kothari commission (1964-66) and its views on work experience.
- 1.7 National Curriculum Framework-2005 and its views on work education with a view to bridge gap between manual and intellectual works.

**Unit 2: Behavioral Changes in learners****5**

- 2.1 Behavioral change expected out of the programmes of work education (acquiring Knowledge, skills and attitude through Works) – Illustration with examples.

**Unit 3: Curricular Integration and Assessment****5**

- 3.1 Integration of work education with other curricular subjects.  
3.2 Selection of Subject based works (Activities, Assignment, Project etc.) and other local specifies works.  
3.3 Involvement of Headmaster, teachers and parents in identification of school based problems for carrying out different works along with possible remedial measures.  
3.4 Identification and utilization of community resources in curricular implementation.  
3.5 Short comings in the present systems of assessment and the ways of their elimination.  
3.6 Assessment tools – Advantage and disadvantage of tools with specific examples.

**Unit 4 : Responsibility towards family and society****5**

- 4.1 Sharing household responsibilities  
4.2 Domestic budgeting and planning  
4.3 Care for children, parents, sick and old age people  
4.4 Saving of water, electricity and fuel consumption  
4.5 House safety and security and its maintenance  
4.6 Population education and removal of socio cultural evils (child marriage, polygamy, superstitions etc.)  
4.7 Sound society with special reference to maintenance of health, nutrition, hygiene & sanitation and cleanliness of surroundings.

**PRACTICUM****(a) Daily works (Compulsory for every student-teacher)****5**

- Conduct of morning assembly, cleanliness and beautification of the classroom, garden, campus and the Institution.

**(b) To be conducted in workshop mode/group activity ( any five)****10**

- Chart preparation on mapping works related to class wise other curricular subjects.
- Making items from waste materials.
- Preparation of toys and other play materials for primary primary classes
- Preparation of paper items, duster, bamboo items, clay models etc.
- Preparation of hand magazine, collage, wall magazine
- Plantation of shady/fuel/ornamental/avenue/medicinal trees
- Gardening- maintenance of garden- rising of flowers, seedlings, vegetables, shrubs and their nurturing.
- TLM preparation and its uses – Mapping of competency based TLM, preparation and transaction.
- Curricular project- at least two projects in groups- report submission and interview.
- Development of plant by vegetative propagation, budding, grafting, cutting, layering etc.
- Food preservation- making of jam, jelly, tomato ketchup, pickles etc.

- Mushroom cultivation for consumption, preservation and sale.
- Preparation of stationery items such as files, file boards, registers, writing pads, tamping ink and preparation of album, chart, map etc
- .Cookery skills with special reference to local and traditional foods items.
- Cutting, hand embroidery, knitting and garment making.
- Preparation of family budget maintenance of household accounts.
- Ground water and rain water harvesting.
- Community contact programmes for removal of socio-cultural evils- case study analysis.

N. B. The faculty is to give outline knowledge on each of the topics of the workshop and to select only five topics for workshop as per discussion with the trainees and as per available resources in the TEIs.

**(c) Exposure visit and survey/study (Any one of the following) 5**

- Exposure visit to agricultural and horticultural farms, nursery, food preservation centre, Police station, old age home, shelter house, sports and yoga Kendra.
- Study of MDM implementation/status of nutrition and health of a habitation, village, town/ causes, effect and remedial measures of pollution of a particular place or industry/ literary rate of a habitation/village/town.

N. B. Exposure visit is to be selected as per convenient of the TEIs.

N. B. The faculty may give assignments to the trainees from both theory and practicum.

**Internal Assessment 30**

- Practicum : 20 marks
- Assignment : 5 marks
- Unit test : 5 marks

**SIP activities (Any two)**

Student-teachers will conduct SIP on work and education as per list given below:

1. Preparation of Garden
2. Plantation of shady/fuel/ornamental/avenue/medicinal plants
3. Preparation of stationary items such as files/register/writing pads/preparation of album, chart, map etc.
4. Conduct of curricular project ( any two)

**Suggested Readings and web-link**

- 4.5.1 Work Experience in general education by N.P. Banerjee
- 4.5.2 Gandhi on Education
- 4.5.3 Karma Abhigyata-SEBA
- 4.5.4 Resource Materials-D. El. Ed course, SCERT
- 4.5.5 SLMs/Handbook for D. El. Ed Course-IGNOU/NIOS/KKHSOU
- 4.5.6 [www.cbse.nic.in](http://www.cbse.nic.in)
- 4.5.7 [www.nios.ac.in](http://www.nios.ac.in)
- 4.5.8 [www.workeducation.in](http://www.workeducation.in)



# **SEMESTER-2**

<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 1</b>
<b>EDUCATION IN CONTEMPORARY INDIAN SOCIETY WITH SPECIAL REFERENCE TO ASSAM</b>		
<b>Marks: 70 (ext) +30 (int) =100</b>	<b>Credit: 4</b>	<b>4 – 5 periods per week</b>

### **About the Paper**

This course involves an understanding of the events and issues that have influenced and continued to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectory of Indian society. Through the study of polity, economy, society & policies within India, this course exposes students to significant issues in the contemporary Indian settings. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences. This course, therefore has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion. This course enables students and teachers to think critically and to be able to situate their personal & general assumptions within a broader sociological frame work.

### **Mode of transaction**

The paper would be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

### **Objectives**

- To familiarize with the society in Pre & Post independence era of India.
- To familiarize with the socio-political, economic dimensions of Indian society and to appreciate its diversity.
- To develop an understanding of the trends, issues and challenges evolved in contemporary Indian society.
- To understand the relationship between specific political institutions, economic policies and social structures in order to comprehend the achievements, persistent problem and challenges emerged in contemporary Indian society.

### **Unit 1- State politics and Indian Education 10**

- 1.1 State and education
- 1.2 Political nature of education
- 1.3 New economic reforms and their impact on education
- 1.4 Public education versus private education
- 1.5 Education of marginalized and socially disadvantaged section of society.

### **Unit 2: Perspectives in society and inequalities in Indian society 10**

- 2.1 Social structure and education with special reference to class, caste, religion, family and gender in India.
- 2.2 Modernization, social change and education
- 2.3 Nature and cause of inequality
- 2.4 Inequalities in ancient, medieval and modern education
- 2.5 Equalization of educational opportunities in India

**Unit 3: Contemporary issues and concerns in Education****10**

- 3.1 Democracy and education
- 3.2 Liberalization and education
- 3.3 Privatization and education
- 3.4 Globalization and education
- 3.5 Culture and Education
- 3.6 Education for peace
- 3.7 Impact of electronic media on children

**Unit 4: Constitution of India and Education****15**

- 4.1 Indian constitution –Preamble and education
- 4.2 Amendment of Indian constitution, education as a concurrent subject
- 4.3 Constitutional provisions on education - Directive Principles of State Policy, Fundamental Rights
- 4.4 Some articles of Constitution on education
- 4.5 Reservation as a democratic policy
- 4.6 Right to Education Act-2009; Right to Education rules-2011, Assam

**Unit 5: Economy of Assam****10**

- 5.1 Impact of British Colonialism on society of Assam
- 5.2 Basic features of the economy of Assam
- 5.3 Role of tea industry, forest, oil, petroleum and agriculture in the economy of Assam
- 5.4 Problem of poverty and unemployment in Assam and the measures to address.
- 5.5 Economics of Education- its significances in the context of Assam.

**Unit 6: Cultural heritage of Assam****15**

- 6.1 A brief history of Assam
- 6.2 Land and the people
- 6.3 Language and literature
- 6.4 Art and Architecture
- 6.5 Music and Dance
- 6.6 Religion and Philosophy
- 6.7 Contribution of Mahapurush Shrimanta Shankardeva and Madhabdeva in social reformation in Assam

**PRACTICUM (any two from each section)****5 x 2 =10**Section-A

- To make a comparative report on the status of private and public education system at the elementary levels by visiting nearby schools.
- “Inequality is still a major problem in the educational development of our Indian society”- make a report by showing different aspects of inequality prevailing in our society.
- Prepare a field based report to show the growing impact of electronic media on children.
- Explore different ways through which education can be said as a powerful agent of establishing peace in society.
- Make a detail study on folk music & folk dance items of Assam.
- Field based study on linguistic and religious diversity of Assam.

Section-B

- Making field visit to specially agriculture sector/oil sector/petroleum sector etc. and prepare a report on it.

- Collection of different cultural resources like dress/food items etc. from different ethnic groups, especially available in a particular area of the nearby locality and its exhibition.
- Collection of paper cuttings from news papers/journals/magazines etc. on important social, political and economic issues of contemporary society.
- Visit to museum/ historical monuments/State Archives etc. for gaining an insight into the history of Assam and prepare a report on it.

### Internal Assessment

30

- Assignment : 10 marks
- Practicum : 10 marks
- Unit Test : 10 marks

### Instruction to Faculty/Mentor

- Organize discussion/workshop/field based activities and documentation on different topics of the units.
- Critical analysis on different Articles of the Constitution of India relating to education (group activities)
- Encourage the student-teachers to update their knowledge on contemporary issues of society by keeping close touch with both print & electronic media.
- Student-teachers should be assigned a case study on Art & Architecture/Music & dance/ language & literature on the cultural heritage of Assam.
- Encourage the student-teachers to make close and critical readings as well as analysis of various articles of the constitution of India, policy document, texts etc.
- Encourage the student-teachers to conduct field based project and analyze & document their findings.

### SIP Activities

- Case study on the causes of poverty & unemployment problems in Assam
- Organization of Mock parliament
- Group discussion on impact of electronic media on children

### Suggested Readings and web-links

- The Constitution of India – S. C. Kashyap –do- NBT, New Delhi
- Indian Society- S.C. Dubey, NBT, New Delhi
- RTE Act-2009, RTE -2011 Assam
- Assam Year Book- Shantanu Koushik Baruah
- NCERT Class-XII History Text Book (2006), Themes in Indian History III Theme 3 NCERT : New Delhi
- NCERT Text Book (2006) Democratic Politics 1; NCERT ; New Delhi Chapter, 3,4 &5
- Indira Gandhi National Open University (IGNOU) school of social sciences, Master of Arts (Political Sciences)
- Bharator Rajnoitik Byabastha - Nayak, Pal, Sarmah, Arun Prakashan, Guwahati
- [www.educateforlife.org.uk](http://www.educateforlife.org.uk)
- [www.teindia.nic.in](http://www.teindia.nic.in)
- [www.ngbu.edu.in](http://www.ngbu.edu.in)

<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 2</b>
<b>UNDERSTANDING SOCIETY, EDUCATION AND CURRICULUM</b>		
<b>Marks: 70 (ext) +30 (int) =100</b>	<b>Credit: 4</b>	<b>4 – 5 periods per week</b>

### **About the Paper**

As future teachers, student-teachers need to have a solid foundation in the core principles and core concepts of education. This paper introduces the philosophical, sociological and historical perspectives on education with a view to initiate inquiries and discussions on significant aspects, themes and questions regarding education in India. The present century demands the need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict and address the demands for equality, justice, freedom, dignity and diversity. The students will understand the basic assumptions about human nature, learning knowledge on the diverse points of view intermingle throughout the course.

### **Mode of transaction**

The paper would be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, in-depth reading of text materials, reflective journals, reference books etc.

### **Objectives**

- To understand and explore the meaning, aims, purposes of education.
- To develop understanding of philosophical, sociological and historical dimensions of education.
- To identify and question one's own long-established presumptions on knowledge, learner, teacher and education and develop a more informed, meaningful understanding of them.
- To expose student-teachers to divergent educational thoughts, perspectives and practices.
- To help student-teachers in creating secure, egalitarian and pedagogically sound learning situation.

### **Unit-wise Content**

#### **Unit 1: Understanding of Education 15**

- 1.1 Exploring and inquiring about need of education in human societies
- 1.2 Relationship between schooling and education and exploring various educative processes in human societies
- 1.3 Schooling and education as visualised by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Radhakrishnan, Aurobindo, Karlmarx, D S Kothari, Prof. Yashpal

#### **Unit 2: Aims of Education 10**

- 2.1 Aims of Education (Aims and values)
- 2.2 Education for social change and social transformation
- 2.3 Understanding the following basic concepts in relation to education of children
  - Social diversity and equality, inequality in allocation of resources, opportunities and availability of basic needs.
  - Discrimination on the basis of gender, caste, creed
  - Discriminatory practices in the schools, community & society.

- Human and child rights and protection.
- Social change & social development

**Unit 3: Education, Politics and Society** **10**

- 3.1 Prominent characteristics of education in India and Assam during the Colonial rule.
- 3.2 India's contemporary Education: Continuities and shift from colonial legacy
- 3.3 Teacher and Society: A critical appraisal of teacher's status, scope & opportunities.

**Unit 4: Learning, Learner and Teaching** **15**

- 4.1 Learning : Concept & Nature
- 4.2 Learning, knowledge and skills; different ways of learning
- 4.3 Meaning of teaching and its relationship with learning & learner
- 4.4 Need of professional development of teachers
- 4.5 Teacher as an agent of social change
- 4.6 Role & responsibility of teachers

**Unit 5: Knowledge and Curriculum** **20**

- 5.1 Child's construction of Knowledge : attaining knowledge through activity and experience
- 5.2 Concepts of belief, information, knowledge & understanding
- 5.3 Process of curriculum selection and construction
- 5.4 Approaches to curriculum organization and development.

**PRACTICUM**

- Study on Teacher's status, scope and opportunity in society.
- Development of different activities relating to child construction of knowledge.
- Designing subject based and thematic based curriculum materials.

**Internal Assessment** **30**

- Report preparation and submission : 5 marks
- Seminar papers presentation and submission : 5 marks
- Faculties/Mentors will design activities as per need : 5 marks
- Participation and performance in group activities: 5 marks
- Unit test :10 marks

**Instruction for Faculty/ Mentors**

Unit-1: Group discussion on the nature and need of education, preparation of report on various educative processes in human societies, in-depth reading on the thinking of different western and Indian thinkers on schooling and education.

Unit-2: Discussion, paper presentation on diversity & equality, gender, caste, creed, child rights and protection etc and power point presentation.

Unit-3: Paper presentation on the basic features of education during colonial rule and shift from colonial legacy, study on teacher's status, scope and opportunities in present society.

Unit-4: Group discussion, seminar on learning, learner and Teaching.

Unit-5: Development of activities on child's construction of knowledge, group discussion on development of concept of belief, information, knowledge & understanding group activities on curriculum development process.

### **SIP activities**

- Development of different activities relating to child construction of knowledge.
- Development of supplementary curricular materials.

### **Suggested Readings and web-link**

- Siksha tattwa & Siksha Monovigyan by Dr. L. Das
- Study materials for D.EL. Ed Course: KKHSOU / IGNOU/NIOS
- Resource materials for D. EL. Ed. SCERT publication
- Understanding curriculum by W. F. Pinar et.al.
- What is curriculum by W. F. Pinar
- Curriculum development by P. Slattery.
- [www.nidirect.gov.uk](http://www.nidirect.gov.uk)
- [www.ide-journal.org](http://www.ide-journal.org)

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 3</b>
<b>PEDAGOGY OF ENVIRONMENTAL STUDIES</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

Environmental Studies at the primary education is introduced as a composite area of study with insight drawn from sciences, social sciences and environment education.

The main aim of this course is to prepare student teachers for the current challenges in elementary education and to equip them with theoretical and practical understanding of the nature and content of the subject. This course provides an opportunity for them to understand the philosophical and epistemological basis of EVS as composite area of study. It will help them to correlate their theoretical understanding to child's learning with classroom processes and interaction leading to better understanding and effective classroom transaction.

### **Mode of transaction**

- Classroom interaction through discussion and collaborative learning process
- Engaging students in debates, group discussion workshops and seminars etc.
- Conducting project work, field study, survey, exposure visit etc.
- ICT enable teaching/ learning
- In addition to above the teacher educator may adopt any innovative practice for transaction of the paper.

### **Objectives**

- To help student-teachers understand the scope of EVS and internalize perspectives of curriculum organization.
- To prepare student-teachers to plan for and carryout classroom practice at lower primary level
- To facilitate student-teachers to probe children's ideas in science and social science.
- To prepare student-teachers to practise appropriate methods and approaches of teaching environmental studies emphasizing child centred and child friendly, experienced based, activity based and competency based approaches of teaching
- To facilitate student-teachers to understand the importance and significance of natural environment and man-made environment to achieve sustainable development goal (SDG).
- To facilitate student-teachers to understand disaster management and school safety (DMSS) and importance of Disaster Risk Reduction (DRR) at school level.
- To prepare student-teachers to assess children learning using different approaches.

### **Unit wise contents**

#### **Unit 1: Concept of Environmental Studies**

**8**

- 1.1 Meaning, scope and importance of EVS, its evolution as a curricular area at primary level.
- 1.2 Objectives of teaching EVS at the primary level.
- 1.3 EVS as envisaged in NCF-2005.



- 1.4 Curriculum orientation: EVS as an integrated part of study drawn upon understanding from science, Social science and Environmental studies, EVS as science and EVS as social science.
- 1.5 Understanding children's ideas : knowledge that a 5-12 year child has about environmental studies (ideas and alternative conception)

## **Unit 2 : Understanding Environment**

**8**

- 2.1. What is environment and the types of environment.
- 2.2. The content of EVS school textbook.
- 2.3. Climate change and its impact on life of the people (Global warming, Ozone layer depletion, natural calamities, health hazard etc.).
- 2.4. Some important concepts: Disaster, Hazards, vulnerability, Climate change, exposure, Disaster Risk Reduction, school safety.
- 2.5. Types of Devastating Disasters : Natural Disasters and man-made disasters - Flood, Earthquake, Landslides, Drought, Tsunami etc.(Natural Disasters) and road accidents, explosion, fire accidents etc. (Man-made disasters)
- 2.6. Impact of disasters related to safety and security upon children, preparedness, response and recovery
- 2.7. Measures of comprehensive school safety and security

## **Unit 3: Teaching Methodology of classroom Transaction**

**8**

- 3.1 Ways of conducting inquiry: Activities, Discussion, group work, field visit, survey, Experimentation etc.
- 3.2 Process skills in EVS: simple experiments, observations, classification, probing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- 3.3 Use of teaching learning Materials, Audio-visual aids, ICT in the classroom transaction.
- 3.4 Role of teacher in classroom transaction as a facilitator.

## **Unit 4: Classroom planning for teaching /learning EVS**

**6**

- 4.1 Need of planning for EVS Classroom transaction.
- 4.2 Evolving a lesson plan framework as well as unit plan framework and their use.
- 4.3. Concept mapping, competency mapping and Thematic web chart.
- 4.4 Analysis of different text book of EVS to understand the perspective about the subject.
- 4.5 Planning for teaching EVS: lesson plan and unit plan.
- 4.6. Evaluation of planning.

## **Unit 5: Evaluation and Assessment in EVS**

**5**

- 5.1. Concept and importance of evaluation and assessment.
- 5.2. Continuous and Comprehensive Evaluation in EVS.
- 5.3. Different ways of assessment and reporting: Assessment for further learning, Assessment for learning, Assessment of learning.
- 5.4 Formative assessment techniques and tools, summative assessment, feedback and reporting procedure, recordings and register.

**PRACTICUM (Any three)****2X3=6**

- Collection of local resources (compulsory to all)
- Map drawing & reading (individual)
- Project work on environmental issues (in groups)
- Mapping of disasters risks at school level and its mitigation measures (individual)
- Plantation and taking care of plants for conservation of environments
- Seasonal flood and its impact on school education.
- Study on a slum/basti in terms of its social, economic, religious, political and historical aspects and its influences on the nature of their present concern and problems.
- Impact of festivals for bringing about unity in diversity
- RTE compliance in tea garden/ char areas/ hill area schools of your district.
- Impact of non degradable materials on agricultural product.
- Impact of electronic gadgets on social values of children and youth.
- Learning environments in multi grade schools--problems and prospects.
- Green-school idea to make the school environment eco-friendly (How to make the school campus eco-friendly)

**Internal Assessment****15**

- Practicum : 6 marks
- Assignments : 3 marks
- Unit test : 6 marks

**Instruction to Faculty/Mentors**

- Organize discussion/workshop/field based activities and documentation on different topics of the units.
- Encourage the student-teachers to update their knowledge on environment.
- Encourage the student-teachers to acquire process skills in EVS: simple experiments, observations, classification, probing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation, update their knowledge on environment.
- Student-teachers should be encouraged to organize campaign on climate change and its impact on life of the people (Global warming, Ozone layer depletion, natural calamities, health hazard etc.) in their locality.
- Student-teachers should be assigned case study relevant to the topic discussed.

**SIP Activities**

- Green-school idea to make the school environment eco-friendly.

**Suggested Readings and web links**

1. Resource materials of D. EL. ED. Course 2012 published by the SCERT Assam.
2. EVS books prescribed by G U.
3. National curriculum framework 2005, NCERT.
4. Textbooks of EVS, SCERT. Assam.
5. Reflective teachers: NCERT.
6. Method of teaching social science by KK Raina.
7. OER of TESS-India
8. SLMs of IGNOU/KKHSOU/NIOS
9. [www.en.m.wikipedia.org](http://www.en.m.wikipedia.org)
10. [www.environmentalscience.org](http://www.environmentalscience.org)
11. [www.nature.com](http://www.nature.com)
12. [www.conserve-energy-future.com](http://www.conserve-energy-future.com)

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 4</b>
<b>PEDAGOGY OF MIL -I</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. Language is not confined to the language classroom only. It pervades all aspects, Subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics of language operationalization, as it exists in the classroom, in children’s homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

Reading and comprehending expository texts or texts of content area involves entirely different strategies and processes as compared to narrative texts.

### **Mode of Transaction**

Discussion, group activities, workshop, seminar, project work, question answer, case study, lecture etc.

### **Objectives**

To help the student-teachers to understand the -

- Aims and objectives of language learning.
- Strategies for acquiring the skills of reading critically.
- Approaches and strategies for the development of four skills of language.
- Approaches and strategies for the development of ability for Responding to and interpreting independently various narrative texts.
- Way of handling aspects of grammar not in isolation but by creatively integrating it with text.

### **Unit-wise content**

#### **Unit 1: Language learning society and Language Classroom 6**

- 1.1 Aims and objectives of language learning
- 1.2 Role of mother tongue in education
- 1.3 Role of mother tongue in child development
- 1.4 Current language teaching-learning processes and their analysis.
- 1.5 Organizing language classroom.

#### **Unit 2: Developing language skills – Listening and Speaking 6**

- 2.1 Oral literacy: oral language development helps reading development.
- 2.2 Developing Listening and Speaking skills through dialogue, storytelling, singing rhymes, poem recitation, role-play etc.
- 2.3 Assessment of Listening and Speaking

#### **Unit 3: Developing language skill – Reading 10**

- 3.1 Decoding, Reading fluency and comprehension
- 3.2 Decoding skills: Its importance and different activities for its development

- 3.3 Comprehension skills: guessing meaning from text, word attack skills
- 3.4 Reading to learn
- 3.5 Ways of reading: pre-reading, during reading and post-reading
- 3.6 Reading expository texts: reading to learn and reading for comprehension
- 3.7 Helping children to become independent readers.
- 3.8 Assessment of Reading.

**Unit 4: Developing language skill – Writing** **7**

- 4.1 Relationship between reading and writing.
- 4.2 Developing writing skills: word writing, sentence writing, paragraph writing, guided/controlled writing, free and creative writing.
- 4.3 Writing as a tool for consolidating knowledge.
- 4.4 Assessment of Writing.

**Unit 5: Literature** **6**

- 5.1 Types of text: Narrative and Expository
- 5.2 Engaging with a text of literature.
- 5.3 Reader’s response to literature
- 5.4 Various kinds of literature such as poem, story, biography etc.

**PRACTICUM (Any Two)** **2 x 3= 6**

- Recitation – Textbook based / collected
- Collect folk stories and prepare a storybook
- Story telling practice : Textbook based / collected
- Role-play/dramatisation : Textbook based / collected
- List out the narrative and expository texts from any one language textbook

**Internal Assessment** **15**

- Practicum : 6 marks
- Assignment : 5 marks
- Unit Test : 5 marks

**Instructions to Faculty/Mentor**

- Mentor may give individual work or group work.
- For recitation and storytelling individual activity may be practised.
- For short play group activity may be practised.
- Mentor would follow required approaches and methods.

**SIP Activities**

- Observe and record the ‘Reading skills’ of class V (LP) and class VI (UP) students.  
(Necessary formats to be developed for maintaining record)

**Suggested Readings and web links**

- Asamiya Matribhasha Shiksha Paddhati – Sri Holi Ram Das
- Adhunik Bhasa Bignan Paricaya – Dr. Phanindra Narayan Dutta Baruah
- Study materials for D.El.Ed Course KKHSU.
- OER “ Story telling” of TESS- India (EE- 05)
- OER “Early Reading” of TESS – India ( EE – 04)
- OER “ A language rich classroom “ of TESS – India ( EE – 02 )
- [www.globalpartnership.org](http://www.globalpartnership.org)
- [www.educationinnovations.org](http://www.educationinnovations.org)

<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 5</b>
<b>PROFICENCY IN ENGLISH- II</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to use simple translation or guide books for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach to proficiency in usage and proficiency in classroom teaching. The paper emphasizes on both theoretical and practical aspects. Each unit contains particular activities related to the contents of the unit.

### **Mode of transaction**

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English
- Text analysis of school textbooks to improve skills in critical literacy
- Reflecting on one's own learning to make connections with pedagogy

### **Objectives**

- To strengthen the student-teachers' own English language proficiency
- To make the student-teachers realize the status of English in Indian context
- To develop the four basic language skills
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable student-teachers to link these with pedagogy.

### **Unit-wise content**

#### **Unit 1: Creative Writing**

**12**

- 1.1** Introduction to developing Writing Skills: Mechanics of Writing (strokes and curves, capital and small letters, cursive and print scripts, punctuation marks and their use)
- 1.2** Experiencing the classroom processes of writing (individual, collaborative, cooperative, editing): Controlled/ Guided writing; Free and Creative writing.
- 1.3** Writing Texts: different types of letters: applications, complaints, permission, invitation, news reports, articles, messages, posters, notices, slogans, filling in different forms, etc.
- 1.4** Recognizing errors as a part of learning process: spelling, use of punctuation marks, etc.

### Activities: Writing Skill

- Practising writing different types of texts: slogans, posters, complaints, notices, messages, etc.(Themes - educational, social issues, School Safety and Disaster Risk Reduction (DRR),child rights and child protection, environmental issues, etc.)
- Brainstorming on different themes and explaining through writing individually/in groups

### Unit 2: Grammar in Context

15

- 2.1 Grammar in context: an introduction
  - 2.1.1 What is grammar?
  - 2.1.2 Problems with traditional prescriptive grammar
  - 2.1.3 Approaches to teaching grammar (Grammar in Context)
- 2.2 Elements of a sentence: nuclear, optional
- 2.3 Practising grammar in context: parts of speech, kinds of sentences, finites and non-finites, voices, narration, clauses, connectors, etc.
- 2.4 Auxiliary system: tenses, modals, perfective and progressive aspects

### Unit 3: Assessment in English

8

- 3.1 Assessment: an introduction
  - 3.1.1 Evaluation and Assessment
  - 3.1.2 Need and Importance of assessment
  - 3.1.3 Language assessment tools
- 3.2 Continuous and Comprehensive Assessment (CCA) in English : What and How
- 3.3 Assessing listening and speaking, reading comprehension, writing skills
- 3.4 Assessing skills in grammar

### PRACTICUM

#### Spoken / Oral English activities-

- (i) Situational conversation, telephonic conversation, role-play, dramatization, recitation, etc.
- (ii) Listening to briefing of Radio/ TV news, commentary, talks, announcements, etc.

#### Other Activities:

- (i) Activities to develop writing skills
- (ii) Different activities related to grammar
- (iii) Activities based on a variety of situations to develop spoken/oral English

### Internal Assessment

15

- Practicum (spoken/oral English) and other activities: 10 marks
- Unit test : 5 marks

### Instructions to the Faculty/ Mentors

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials.

- Activities (mentioned after each unit) to be carried out during the transaction have to be properly documented and recorded. Report on the same should be prepared for future reference/internal assessment.
- To assess the student-teachers internally, the PRACTICUM activities should have to be carried out strictly.

### **Activities for Internship (during SIP)**

- (i) Reviewing English textbooks of elementary level –
  - Physical features
  - Textual features
  - Contextual features
  - Conceptual features
- (ii) Designing activities/materials to assess writing skills

### **Suggested Readings and web links**

- (i) NCF 2005 ; NCFTE2016; NCTE/SCERT Guidelines for D. EI. Ed course
- (ii) Resource Materials of D.EI.Ed course Published by SCERT, Assam
- (iii) SLMs for D.EI.Ed course published by IGNOU, KKHSOU, NIOS etc.
- (iv) OERs and TDUs of TESS-India
- (v) Books on Spoken/Oral English published by SEBA and other publications
- (vi) Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- (vii) [www.tess-india.edu.in](http://www.tess-india.edu.in)
- (viii) [www.britishcouncil.org](http://www.britishcouncil.org)
- (ix) Other relevant websites

<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 6</b>
<b>ICT INTEGRATED PEDAGOGY- I</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

Integrating Information and Communication Technology (ICT) into teaching and learning process is a growing area that has attracted many educators' efforts in recent years. Based on the scope of content covered, ICT integration can be done in three different areas: curriculum, content, and lesson. This paper elaborates upon the concept of ICT integration, and presents a systematic planning model for guiding ICT integration in the content area. The rapid development of Information and Communication Technology (ICT) has made information ubiquitous and computers cheaper and more powerful. Evidences around the world indicates that technology has great potential to increase learners' motivation, link learners to various information sources, support collaborative learning, and allow teachers more time for facilitation in classrooms. Integrating ICT into teaching and learning has therefore become a great concern for many educators.

This paper is designed to integrate ICT in teaching learning process and NOT the ICT course. It tries to introduce a wide range of technological applications in educational processes as a part of the D.EL.ED curriculum which is designed to realize the goals of NCF-05 and NCFTE-09. This paper is activity oriented and based on constructivist pedagogy principles and practices. It provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Sharing of learning, cooperative and collaborative learning and critical continuous evaluation of the learning is its integral part.

### **Mode of transaction**

- Classroom deliberations supported by computer and accessories.
- Hands on experience in using computer and internet.
- Preparation of text documents (using MS word/Libre office), presentation of various contents (using MS power point/Libre office) and preparation of spreadsheet to store and analyze data (using MS Excel/Libre office).
- Using the internet tools to search, connect, download and archive curricular materials.
- Conduct of monthly seminars assisted by computer and digital projector.
- Conduct of classroom transaction of different core papers assisted by computer/digital projector/internet.

### **Objectives**

- To familiarize the student-teachers with the Concept of ICT and its importance in Pedagogy.
- To help the student-teachers to perform the basic computer operations.
- To enable the student-teachers to use the various internet tools.
- To develop an understanding on safe practices about internet.
- To enable the student-teachers to select and use suitable computer applications in classroom teaching-learning process.



## **Unit-wise Content**

### **Unit- 1: Understanding ICT** **5**

- 1.1 Meaning and Concept of ICT
- 1.2 Importance of ICT in Pedagogy

### **Unit-2: Computer hardware** **10**

- 2.1 Performing Basic computer operations like  
Data storage and back up
- 2.2 Connecting peripherals and troubleshooting

### **Unit-3: Internet** **10**

- 3.1 Use the internet tools to search, connect, download, and archive.
- 3.2 Know about safe practices about internet such as: security, identity and hacking.

### **Unit-4: Creating content in various formats** **10**

- 4.1 Text documents using tools like Open Office and Libre Office (Free) and MS Word (Paid)
- 4.2 Presentation slides using tools like Open Office and Libre Office (Free) and MS Power point (Paid)
- 4.3 Spread sheets to store and analyze data like class result using tools like Open Office and Libre Office (free) and MS Excel (Paid)

### **PRACTICUM** **5**

- Working in MS word format
- Working in M S Excel sheet
- Development of M S Power point presentation

### **Internal Assessment** **15**

- ❖ Assignment : 5 marks
- ❖ Practicum : 5 marks
- ❖ Unit test : 5 marks

### **Instruction to Faculty/Mentors**

- Organize discussion among the student teachers on various aspects of ICT
- Power-point presentation by the faculty on various key aspects related to ICT and Pedagogy.
- Hands on experience to student teachers on performing basic computer operation and Internet.
- Organize individual and group presentation by the student teachers assisted by computer and digital projectors.
- Encourage student teachers to create documents using MS OFFICE, MS EXCEL and MS POWER-POINT.

### **SIP Activities**

- Preparation of Mark-sheets of all the students of a class in MS EXCEL and presentation

### **Suggested Readings and web links**

1. **Computer Fundamentals: Anita Goel**
2. **Computer Basics: Dheeraj Mehrotra**
3. **Computer Fundamental: Hemanta Baral**
4. <http://vle.du.ac.in/mod/book/view.php?id=12290&chapterid=25248>
5. [https://pdtraining.com.my/./computer\\_basics\\_intermediate\\_trainingcourseoutline](https://pdtraining.com.my/./computer_basics_intermediate_trainingcourseoutline)
6. <http://ieeexplore.ieee.org/document/5532187/>

# School internship

Semester-2: SCHOOL INTERNSHIP-I		
Activities to be undertaken		Marks
1.	Observation of teaching-learning process at school including Ka-Sreni	10
2.	Developing students' profiles of a class	5
3.	Interaction and Dialogue with students (analysis report)	10
4.	Observe and record the 'Reading skills' of class V/VI students. (Necessary formats to be developed for maintaining record)	10
5.	Case study of learners (in the light of understanding developed from various papers studied during Sem-1 & 2)	10
6.	Green-school idea to make the school environment eco-friendly	5
7.	Organization of Art and Creative Education activities - Performance of drama, organizing debate competition etc.	5
8.	Organization of Work Education activities - Preparation of Action plan on Work and Education (class wise and its implementation), Preparation of hand magazine, collage, wall magazine etc.	5
9.	Organization of Yoga- Student-teachers will conduct different types of ASANAS at least five – Sukhasana, Ardha Padmasana, Padmasana, Bajrasana, Halasana Bhujangasana, Savasana etc.	5
10.	Writing Reflective diary/journal	10
11.	Organization of Workshop on SWOT analysis	10
11.	ECCE activities- the trainees to plan ECCE activities as a daily basis and undertake these activities in Ka Shreni of lab schools (five days)	15
Total		<b>100</b>

## **Guidelines for School Internship-I:**

The interns will undertake the following activities in their respective allotted schools.

1. ECCE activities:

- (i) Student-teachers will undertake various theme-based projects, for example flowers, vegetables, birds, water, family, transport, community helpers, animals etc. They will use the age appropriate learning materials for Ka-Shreni and will prepare activities on any one theme covering all domains. The essence of this approach is “integrated learning” and “learning by doing”. Through this theme based project children will gather concrete experiences about their environment. It is important for the student-teachers to keep in mind that the activities planned should have the potential to provide children to nurture their curiosity, creativity and the joy of learning to sustain their interest.

Example –

- Exploring the flower on the basis of their sizes, colour, smell etc.
- Singing rhymes/songs on flower
- Listening to and narrate stories about flowers
- organising a visit to a flower garden
- Activities for concept formation, classification, seriation, matching, colouring, painting etc.

- (ii) The interns will organise and observe activities of community participation and will also organize meeting of parents and guardians.

The student-teachers will plan ECCE activities as a daily basis and undertake these activities in Ka-Shreni of the allotted school. The interns will submit the observation report at TEI with a countersignature of the head teacher of the school.

2. Observation of teaching-learning process at school: In order to make the observation structured and meaningful, the interns need to make the observation on the basis of a proforma. The proforma has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. All the important aspects of teaching-learning process have to be incorporated in the proforma, which would be both subjective and objective. The interns will do this activity for four days, taking at least three periods daily. Different classes and periods of different subjects have to be observed. The interns will submit the observation report at TEI with a countersignature of the head teacher of the school.
3. Developing students’ profile: In order to facilitate the capturing of the students’ profile, the interns need to use one structured proforma for collecting all the aspects of the children, which are considered important for keeping and using in schools. The proforma has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. Each intern will develop profiles of all the students of a particular class. The teacher educator will previously allot different classes for different intern. The important items of the profile will include age, gender, religion, CWSN, learning achievement, distance of home from school, home language, hobby, socio-economic conditions, literacy and profession of parents etc. The interns will submit the students’ profiles at TEI with a countersignature of the head teacher of the school.
4. Interaction and Dialogue with students (analysis report): In order to make the interaction and dialogue structured and meaningful, the interns need to use a schedule. Various child-level (grade-level) issues/points will be incorporated in the schedule. This will, among other important things, cover hobbies, likings/disliking, educational, cultural, social issues. The

schedule has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. At least five students of different classes will be subjected to the interaction and dialogue. The interns will analyze the responses of the children and will submit the same along with the responses at TEI with a countersignature of the head teacher of the school.

5. Case study of learners:

TASK - Hands on experience of methods of studying children and the varying contexts in childhood:

This would be a group activity of interns of the same allotted school. Each group will have 3/4 interns. The groups will use case-profile method to study the children. To prepare the interns ready to undertake the case profile method, the teacher educator will hold a detailed discussion on it before the internship programme. In schools, the interns of each group will select 3/4 children of different classes having varied socio-economic backgrounds. This would allow for a wide range of data which would be subsequently analyzed by the concerned group. The task would be organized in such a way that it helps in understanding and supporting developmental and educational needs of the marginalized learner/first-generation learner/street children and slum dwellers/CWSN. The intern in groups will submit the report at TEI with a countersignature of the head teacher of the school.

6. Writing Reflective diary/journal: In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative practice undertaken by the intern in school; counselling of students, counselling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.

7. Organization of activities on Art and Creative education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least four activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.

# **SEMESTER-3**

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 3</b>	<b>Code: S3. 1</b>
<b>COGNITION, LEARNING AND SOCIO-CULTURAL CONTEXT</b>		
<b>Marks:70 (ext) +30 (int) =100</b>	<b>Credit: 4</b>	<b>4 – 5 periods per week</b>

### **About the Paper**

The course is aimed towards helping student-teachers understand the psychological foundations of teaching and learning. This would help them to construct an understanding of teaching-learning for their own selves which they would be able to use in the classroom. This would help the student-teachers become more of a supporter and facilitator rather than an instructor.

Another pertinent aim is to enable the students to develop an understanding of the research method employed to understand children in their multiple contexts. It is envisaged that the student-teachers would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means. This implies strengthening linkages between theory and practice through various field based assignments.

### **Mode of transaction**

The paper can be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

### **Objectives**

- To facilitate student-teachers understanding of the psychological basis of teaching and learning.
- To understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process.
- To understand the learner and the learning processes.
- To develop an understanding about importance of motivation in learning.
- To develop a sense of self; moral development; importance of play in all round development of the child

### **Unit-wise content**

#### **Unit 1: Concept and Process of learning 15**

- 1.1 Learning: Concept and types
- 1.2 Process of children's learning
- 1.3 Transfer of learning
- 1.4 Basic ideas of Behaviourism and their implications
- 1.5 Concept and types of learning difficulties
- 1.6 Individual and socio-cultural difference in learning

#### **Unit 2: Concept Formation 10**

- 2.1 Meaning of concept
- 2.2 Mental processes in concept formation
- 2.3 Factors affecting development of concepts in childhood
- 2.4 Concept of Intelligence
- 2.5 Role of Intelligence in Concept formation
- 2.6 Bruner's model of concept learning, and Piaget's views on concept formation

**Unit 3: Cognition and Learning****15**

- 3.1 Constructivism: Introduction to the concept; Piaget's theory; what is learning, structures and processes of cognitive development, implication of constructivism in teaching and learning.
- 3.2 Vygotsky's theory: Introduction, general genetic law, concept of ZPD, implications of Vygotsky's theory in teaching-learning
- 3.3 Information processing approaches; Basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), Schema change or conceptual change.

**Unit 4: Motivation and Learning****10**

- 4.1 Concept of Interest, Attention and motivation
- 4.2 Importance of motivation in pedagogy and various techniques of motivation.

**Unit 5: Play, Self and Moral development****10**

- 5.1 Meaning of play, characteristics and types of play
- 5.2 Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play
- 5.3 A sense of Self: Self-description, self-recognition, self-concept, self-esteem, social comparison, internalization and self control
- 5.4 Moral development: Perspective of Kohlberg and Carol Gilligan's critique, cultural variations in moral reasoning.

**Unit 6: Guidance and Counseling****10**

- 6.1 Understanding Guidance
  - 6.1.1 Introduction
  - 6.1.2 Objectives
  - 6.1.3 Principles and assumption of Guidance
  - 6.1.4 Guidance and Education
  - 6.1.5 Guidance functions
  - 6.1.6 Organisation of Guidance service in school (at elementary level)
  - 6.1.7 Role of Guidance personnel in schools.
- 6.2 Understanding Counselling
  - 6.2.1 Meaning
  - 6.2.2 Objectives
  - 6.2.3 Need for counselling
  - 6.2.4 Principles and assumptions of Counselling

**PRACTICUM (Any one)****10**

- ❖ Student teachers may be asked to visit school, select few students and asked them to learn a practical based task and prepare a report highlighting how they learn like JIGSAW puzzle.
- ❖ Student teachers shall observe children at play and maintain record across 4 observations. Observation can be carried out in playground in the neighbourhood schools. The Student teachers can identify different games that children play; individual and group behaviour in play, friendship and social relationship. The analysis could include the following aspects: motor skills, language used during play, group structure and interaction, arriving at rules and following them, gender behaviour, pattern of negotiation and resolving conflict, folk song and games, popular culture. This assignment is to be followed by post assignment discussion in the TEI to arrive at linkage between play and social, emotional, cognitive, language and motor development of children.

- Practicum : 5 marks
- Assignment: 5 Marks
- Unit test: 10 Marks
- Participation in group discussion: 5 Marks
- Report writing on Study : 5 Marks

#### Instruction to Faculty/Mentors

- Deliberate classroom discussion among the student-teachers for conceptual development Cognition, learning and development of Children.
- Motivate the student-teachers to study news items, articles, e-books, research papers, journals, e-journals on various content related to learning, and development of children.
- Individual and group discussion using power-point on issues and concerns related to Cognition, learning and development of children.
- Acquaint the student-teachers with major content areas with the help of Concept-mapping tool like – Free mind

#### SIP activities

- Case study of students of diverse background.

#### Suggested Readings and web links

1. Growth and Development: E.B. Hurlock
2. Advanced Educational Psychology: JC Agarwal
3. Advanced Educational Psychology: S.K. Mangal
4. Educational Psychology: S.P. Chaube
5. Fundamental of Child development and Child Care: Poonam Sharma & Lata Gairola
6. Resource Materials for D.EL.ED. course: SCERT, ASSAM
7. Study Materials for D.EL.ED course : IGNOU
8. Study Materials for D.EL.ED course : KKHSOU
9. Indian Childhood; Cultural Ideas and social Reality: Kakkar. S.
10. Sampurna Shiksha: L.H. Das
11. Berk, L. (2003). *Child development*. New Delhi: Pearson.
12. Berk, L. (2007). *Development through the lifespan*. New Delhi: Pearson.
13. Kakar, S. (1981). 'The Inner World'. Delhi: Oxford University Press
14. Ormrod, J.E. (1998). *Educational Psychology: Developing Learners*. (2nd ed.) New Jersey: Ohio
15. Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi: Orient Longman
16. Santrock, J. W. (2008). *A Topical Approach to Life-Span Development* (3rd ed). New Delhi: Tata McGraw-Hill.
17. Woolfolk, A. (2004). *Educational Psychology*. New Delhi: Pearson
18. Dunlap, L.L. (1997). Play Time at Home. *An Introduction to Early Childhood Special Education*. Retrieved from <http://www.education.com/reference/article/play-time-home>
19. Rich, Daine. (Dec.2005). *Importance of Play*. Nursery Education. Retrieved from <http://www.richlearningopportunities.co.uk>
20. Indira Gandhi National Open University. (1999/2011). Certificate in Guidance. NES-102, Block 2, Unit 8. New Delhi: Indira Gandhi National Open University.
21. Indira Gandhi National Open University. (1999/2011). Certificate in Guidance. NES-104, Block 2, Unit 8. New Delhi: Indira Gandhi National Open University.
22. [National Curriculum Framework 2005 - ncert  
www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)



<b>Year: 2<sup>nd</sup></b>	<b>Semester: 3</b>	<b>Code: S3. 2</b>
<b>PEDAGOGY OF MATHEMATICS-II</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

Young learners come to school with some practical knowledge and experiences of mathematics that is learnt by them in their own ways. They start learning mathematics as a subject using symbols systematically only after coming to school. In school, they come across a systematic treatment of mathematical concepts. They often face conflicts in the process of internalization. It is important for teachers to understand these conflicts for evolving an effective teaching learning process. They must have understanding and thinking in basic mathematical operations, generalizations, estimations, quantifications, reasoning when they are taught in the class. Teacher must have the knowledge of pedagogy cum content areas of mathematics.

The aim of this course is to sensitize prospective teachers that not only do they need to reflect on their own knowledge of mathematical content taught at primary levels but they also need to connect to children and their experiences. It is a compulsory paper for elementary student-teachers of the semesters 1 and 3.

The paper is to be transacted both theoretically and practically. Evaluation of the topics is to be done using different tools for evaluation and through practical activities. Project method of teaching mathematics can facilitate the faculty to judge the student-teacher both practically and theoretically.

### **Mode of transaction**

- Prospective teachers to be engaged in discussion on already observed children's work in order to acquire an understanding how children respond to mathematical knowledge.
- Preparation of mathematical models particularly geometric.
- Critically examining teaching-learning materials through presentation.
- Use of examples and non-examples while explaining mathematical ideas.
- Reading of texts with dialogue to understand theory from the point of view of issues raised.
- Collecting historical samples of mathematical knowledge and reflecting on them.

### **Objectives**

- To enable student-teacher to develop deeper insights into the content areas of mathematics at Primary level.
- To enable them to think and reason mathematically.
- To develop sufficient knowledge and skills that helps them in designing appropriate activities for children.
- To help student-teacher develop skills, deeper insights, acquire appropriate attitude, learn effective strategies that promote children's learning.
- To sensitize student-teacher about the ways in which children respond to mathematical knowledge.
- To help student-teacher develop deeper insights into the content areas of mathematics at Primary level.

- To make student-teacher aware of the factors that impact on the process of acquisition of mathematical knowledge.

## **Unit-wise content**

### **Unit 1: Measurement, Data handling, Symmetry 10**

- 1.1 Concept of measurement and their practical application: Idea of Unit, Length, Area, Volume, Weight, Time, Money, Temperature.
- 1.2 Measurement of Area and Perimeter of 2D- figures: Triangle, Square, Rectangle, Parallelogram, Rhombus, Trapezium.
- 1.3 Circle: Concept and its different parts/ components
- 1.4 Measurements of Area and Perimeter of a circle.
- 1.5 Data Handling: What is data? Collection, Classification, Tabulation, Interpretation of data from simple graphs, Pie diagram and Bar diagram.
- 1.6 Concept of Symmetry. Recognition of Symmetrical objects, Different aspects of symmetry.

### **Unit 2: Children's conceptualization of mathematics 8**

- 2.1 Theories of Mathematics Learning---Piaget, Vygotsky and Skemp theories.
- 2.2 Effect of socio-cultural background of children on mathematical knowledge.
- 2.3 Role of language of communication in a mathematics classroom.

### **Unit 3: Understanding of Textbook and Curriculum 7**

- 3.1 Philosophy and guiding principles for the development of mathematics Textbook.
- 3.2 Academic standards and indicators of learning mathematics.
- 3.3 Learning resources for effective transaction of Mathematics Curriculum.

### **Unit 4: Classroom planning and evaluation 10**

- 4.1 Teaching readiness: Planning of teaching Mathematics - Annual plan, Unit plan, Lesson plan.
- 4.2 Assessment and Evaluation - definition, need and its importance
- 4.3 Continuous and Comprehensive evaluation (CCE) - Assessment for learning, Assessment of learning, formative assessment, Tools for Assessment, Summative assessment, weight-age tables, feedback and reporting.

### **PRACTICUM 5**

- Draw a picture of a child at different stages (age groups) and make a list of mathematical knowledge a child acquires at different stages as per the Piaget's theory of mathematical development.
- Consider a Rectangular field and construct a circular field within the rectangular field and measure the total area left within the rectangular field after making four largest possible square-size small fields at the four corners of the rectangular field. No field can overlap the other. The dimension of the rectangular field is 60 meters X 50 meters.
- Make a pictorial representation of factors and multiples of 12, 15 and 18. From the pictures, you show that –  
The largest factor = The smallest multiple

- You consider your classroom to be decorated. The Principal of your institute has suggested you to prepare a budget for making the four walls of the room to be painted with two different colour/paints. The labour cost for colouring per square feet @ Rs.10 and the quantity of paints required is @ 50 ml per square feet. Opposite walls would be of same colour. The roof of the room is also to be painted with a separate colour/paint.
- Make a list of all competencies and sub-competencies of all the lessons of class V/VI mathematics textbook.

### Internal Assessment

15

- Practicum : 5 marks
- Assignment : 5 marks
- Unit test : 5 marks

### Instructions to Faculty/Mentor

Mentors/Faculties will organize workshop with the student-teachers in the institute to strategies the successful completion of the internal activities to be done by them under active supervision of the Mentors/Faculties. They will develop necessary format for the activities if necessary with the help of student to enable them to prepare such documents in future.

The activities which are to be done by them are to be properly documented, recorded and reported to the authority if necessary by the mentors/faculties for future reference/internal assessment.

### SIP Activities

For the Student-teachers of semester-III; the following activities on Mathematics will be assigned for internship:

- Mapping of competencies of mathematics (for three classes).
- Classroom transaction on mathematics (at least five different topics) as per lesson plan (Format of Lesson plan is to be developed by the faculty/Mentor with the help of student-teachers).

### Suggested Readings and web links

- Textbooks on Mathematics for classes I-V prepared by the SCERT, Assam.
- Teaching of Mathematics: Kocchar.
- Ganit Shikshan: H.K.Sharma.
- Resource materials for D.El.Ed: SCERT, Assam.
- Study materials for D.El.Ed. course: KKHSOU/IGNOU.
- OER 'Using number games: developing number sense' of TESS-India (EM-01)
- OER 'Mathematical stories: word problems' of TESS-India (EM-04)
- OER 'Asking questions that challenge thinking' of TESS-India (EM-05)
- OER 'Making children believe they CAN do mathematics: Operation and Fraction' of TESS-India (EM-06).
- OERs (Secondary mathematics) of TESS-India.
- Upper Primary training modules on Mathematics: SCERT, Assam.
- [www.mathsisfun.com](http://www.mathsisfun.com)
- [www.khanacademy.org](http://www.khanacademy.org)

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 3</b>	<b>Code: S3. 3</b>
<b>PEDAGOGY OF MIL – II</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

We largely remain in a country of non readers primarily due to the fact that the role of language in the entire educational enterprise is not recognized. It is a well accepted fact now that language is used as a tool to understand concepts in different content area such as social sciences, science and mathematics. Continuing with the role of language across the curriculum introduced in the First year course- Understanding language and early language development, this paper focuses on the acquisition of content area at both lower primary and upper primary level.

In this semester student-teachers will be able to understand the existing textbooks of primary level and the method of transaction in the classroom. This is very important for the student-teachers as during their internship they will have to practice teaching in real classroom situation and also had to prepare him or herself for transaction. For this the planning of a lesson is very much important. Likewise the assessment and evaluation part is also important for the student trainee.

### **Mode of transaction**

Group work, assignment, project, lecture, discussion, workshop.

### **Objectives**

To help the students to understand the

- Existing textbooks – its philosophy and guiding principles
- Method of teaching, the content part of the textbook
- Difference between Assessment and Evaluation
- Different Assessment processes
- Record keeping in language

### **Unit- wise Content**

#### **Unit 1: Understanding of textbooks and pedagogy 15**

- 1.1 Philosophy and guiding principles for development of language textbooks.
- 1.2 Content, approaches and method of teaching language textbooks.
- 1.3 Themes, nature of exercise and its implications.
- 1.4 Academic standards and indicators of learning.

#### **Unit 2: Classroom planning and Evaluation 20**

- 2.1 Teaching Readiness: Planning of teaching language, year plan, unit plan, and period plan.
- 2.2 Assessment and evaluation – Definition, need and importance.
- 2.3 Continuous and Comprehensive Evaluation (CCE), assessment for learning, assessment of learning, formative assessment and tools, summative assessment, weight-age table, feedback and reporting procedures, record and registers.

- Prepare Unit Plan from language classroom of any class
- Prepare a lesson plan from language textbook of any class
- Prepare lesson based TLMs from language textbook of any class
- Develop a model question paper ( Language) of 25 marks for any class

**Internal Assessment****15**

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

**Instruction to Faculty/Mentor**

- Faculty/Mentor will follow discussion, lecture method wherever necessary
- Group activity may be used while preparing unit plan, lesson plan, in TLM preparation.
- Workshop may be arranged in development of tools
- In transacting unit 2, discussion method and power point projection may be used

**SIP Activities**

- Classroom transaction with language lesson plan.
- Conduct of continuous and comprehensive assessment and recording for language subject.
- Development of language textbook based TLM.

**Suggested Readings and web links:**

1. Language textbooks of Class I to Class VIII
2. Asamiya Bhasa Sikshan Paddhati – Madan Sarma
3. Asamiya Matribhasha Shikshan Paddhati – Holi Ram Das
4. Perspective in Educational Evaluation – V.K. Rao, R.S. Reddy
5. Study materials of KKHSOU, IGNOU, NIOS.
6. Resource materials of D. El. Ed. Course, SCERT.
7. [www.teachhub.com](http://www.teachhub.com)
8. [www.smartclassroommanagement](http://www.smartclassroommanagement)

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 3</b>	<b>Code: S3. 4</b>
<b>PEDAGOGY OF ENGLISH</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

The course focuses on the contemporary practices in English language teaching at the elementary level. It offers the space to critique the existing classroom methodology for ELT. The theoretical perspective of the course is based on the constructivist approach to language learning as envisaged in NCF 2005, SCF 2011 and NCFTE 2016. This course will also focus on developing an understanding of second language learning to create a supportive environment.

This course builds upon both the aspects of theory and practice. At the end of the semester there will be one External Evaluation on the theory component while activities under practicum component will be evaluated internally. 70% of the total marks allocated for the paper is for theory component (External) and 30% for practicum component (Internal), which include Unit Tests, Assignments, Workshops and other activities.

### **Mode of transaction**

The Constructivist Approach will be followed in the classroom transaction. Practices and hands-on-experience maintaining enough oral activities along with the deliberation of theories will be the mainstay. Activities under practicum component are expected to be organized on workshop mode.

### **Objectives**

The objective of this paper is:

- (i) to equip the student-teachers with theoretical perspectives on language, language teaching and 'English as a second language' (ESL)
- (ii) to develop critical awareness among them about the contemporary ELT scenario and approaches to teaching of English
- (iii) to enable them to plan for textbook transaction, and to develop resource materials/tools for language teaching and testing

### **Unit-wise content**

#### **Unit 1: Issues of Teaching English at the Elementary level**

**6**

- 1.1 Issues of Learning English in a multilingual /multicultural society : The multilingual nature of India, English as the language of prestige and power, the politics of teaching English in India, key factors affecting second language acquisition
- 1.2 Teaching English as a Second Language : developmental, socio-economic and psychological factors
- 1.3 The Nature of Language –Learning vs. Acquisition

- 2.1 Skill-based Approach to Knowledge-based Approach
- 2.2 Fragmentary (letters, syllables, words, sentences, etc.) to Holistic Treatment of Language in terms of Discourses
- 2.3 Teacher-centred Approach to Learner-centred Approach
- 2.4 Behaviouristic and Structural Approaches: Grammar-Translation Method, Audio-lingual Method , Structural Approach
- 2.5 The Cognitive and Constructivist Approaches: Nature and role of learners, different kinds of learners –young learners, beginners, teaching large classes, etc ; Socio-psychological factors(attitude, aptitude, motivation, needs, level of aspiration)
- 2.6 Communicative Language Teaching: Focusing on meaning, role of textbooks and other resources; role of teachers in classroom management

**Unit 3: Understanding of Curriculum, Textbook and Transactional Strategies****8**

- 3.1 Concept, need and importance of curriculum
- 3.2 Analyzing the features of English textbooks: physical, textual, contextual, conceptual
- 3.3 Academic standards and learning indicators: mapping competencies of English textbooks
- 3.4 Dealing with textual exercise: vocabulary, grammar, language elements, study skills, project works
- 3.5 Using resources beyond the textbook : children’s literature (poems, stories, songs, etc.), newspapers, magazines, etc. in the classroom
- 3.6 Strategies for addressing and remediation of the problems of low proficient learners

**Unit 4: Planning and Material Development****7**

- 4.1 Importance of transaction plans for an academic session
- 4.2 Teachers’ planning : Year Plan, Unit Plan and Period Plan
- 4.3 Designing, Analyzing and Reviewing of Teaching Learning Materials

**Unit 5: Learner Assessment****6**

- 5.1 Implications of Assessment for the learners, for the teachers and for the community
- 5.2 Types and Tools of Assessment:
  - 5.2.1 Formative: tools, recording and evidence
  - 5.2.2 Summative: tools, recording
  - 5.2.3 Assessment and Feedback
- 5.3 Grading indicators for Formative and Summative Assessment both for Oral and Written works

**PRACTICUM****(a) Workshop mode:**

- (i) Preparing Year Plan, Unit Plan and Period Plan
- (ii) Preparation of Teaching Learning Materials for Elementary Level

**(b) Other Activities:**

- i) Designing a Blue Print and a Question Paper

- ii) Analyzing Evaluation Tools and Answer Scripts
- iii) Critical examination of class-wise Objectives/Learning Outcomes by analyzing Student Report Cards of Elementary Level
- iv) Conducting Seminar(s) on topics like - Issues of learning English; different methods and approaches to teaching of English, teaching in large classes etc.

**Internal assessment**

**15**

- Practicum- Assignments, Workshop and other activities: 10 marks
- Unit test : 5 marks

**Instructions to the Faculty/Mentor**

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials
- Activities (mentioned after each unit) to be carried out during the transaction have to be properly documented and recorded. Report on the same should be prepared for future reference/internal assessment
- To assess the students internally, the PRACTICUM activities should have to be carried out strictly
- Formats required for grading learning indicators/learning outcomes, planning, assessment, recording, feedback, etc. are to be developed beforehand in workshop mode involving the student-teachers.

**SIP Activities**

Designing Unit Plans and Lesson Plans of English for Elementary Level

**Suggested Readings web links**

- (I) NCF 2005; NCFTE2016; NCTE/SCERT Guidelines for D. EI. Ed course
- (ii) Resource Materials of D.EI.Ed course Published by SCERT, Assam
- (iii) SLMs for D. EI. Ed. course published by IGNOU, KKHSOU, NIOS etc.
- (iv) OERs and TDUs of TESS-India
- (v) Books on Spoken/Oral English published by SEBA and other Publications
- (vi) Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- (vii) [www.tess-india.edu.in](http://www.tess-india.edu.in)
- (viii) [www.britishcouncil.org](http://www.britishcouncil.org)
- (ix) Other relevant websites



<b>Year: 2<sup>nd</sup></b>	<b>Semester: 3</b>	<b>Code: S3. 5</b>
<b>ART AND CREATIVE EDUCATION -II</b>		
<b>Marks: 20 (ext) +30 (int) =50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture aesthetics and livelihoods. The aim is also to appreciate and engage with diverse Range of art processor, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and none their aesthetic sense and their abilities to recognize beauty and harmony as essential aspects of life of qualities.

### **Mode of transaction**

It includes the use of imagers (photo, painting) as a stimulus for exploration, still photographs of students themselves leading to tracking a line of thought about some issues. Participative learning using role play, hot seating, building stories/ songs, making and analyzing character's dairy, personal belongings (objects) of characters. The student would be given opportunity to explore information about different topic. The student will organize exhibition and visit to place of importance.

### **Objectives**

- To develop creative, self expression through different forms of Art.
- To appreciate different forms of art
- To develop skill of keen observation, imagination, patience and discipline.
- To develop aesthetic sensibility
- To develop commitment of aesthetic cultural bond with the society.
- To exchange thought and culture
- To identify and develop own creativity and potential
- To recognize the role of drama in elementary school education.

### **Unit-wise content**

#### **Unit 1: Develop the creativity and skill**

**15**

- 1.1 Visual Art and Performing Art
- 1.2 Recitation/Anchoring/ News reading
- 1.3 Story telling
- 1.4 Creative writing: essay, poem etc.
- 1.5 Dramatization on different themes
- 1.6 Poster making on different value based messages like plantation/HIV/Flood/ Disaster/ Swaccha Bharat etc.
- 1.7 Illustration from the story or story from illustration.
- 1.8 Mural painting (group work)
- 1.9 Concept of design- Gardening / landscaping/ architectural design
- 1.10 Different kind of musical instrument and their uses.
- 1.11 Personality development through reading, speaking, behaviour and life style.

- 2.1 Indian and western contemporary Artists
- 2.2 Ajanta / Ellora / Khajuraho etc.
- 2.3 Short Film/Documentary on great personality

**PRACTICUM (Any four)****3 x 4 = 12**

- Creative writing from childhood memory/poem/story/role play/news writing
- Clay modeling
- Preparation agenda for any other activities- which are we observe in DIET/TEIs.
- Documentation/landscaping/architectural model
- Mural painting from waste material
- Documentation
- Outdoor studies- nature's observation/landscape / colour composition
- Preparation of Album/ Project work on great personality/ interview with Artists/ field visit project.
- Script writing / creative writing
- Making of Poster /Pot / Calendar / Greetings card/ Collage etc.
- Development of Innovative Art Centre (In the locality)

**Internal Assessment****30**

- Practicum : 12 marks
- Assignment : 5 marks
- Debating on any current topic : 5 marks
- Unit Test : 8 marks

**Instruction for Faculty/Mentor**

- Facilitation and CCE is important on Art Education
- Encourage student for free expression and creativity.
- Work together on small and large project.
- Encourage students to develop an insight towards sensibility and aesthetics appreciation.
- Get an opportunity to observe and then imagination.
- Make student understand cultural diversity by recognising different traditional art forms prevalent in the country.
- Involve students for innovative thoughts

**SIP activities**

- Organizing literary competition among the students
- Organizing a workshop on two selective activities of Art.
- Nature observation, object drawing, demonstration on collage painting. Clay modeling, stencil painting. Mentor will guide accordingly.

**Suggested Readings and web links**

- Bharatiya Charukalar Rengani : Mousumi Kundali
- Assam Adhunik Shilpakala : Mousumi Kandali ; Black & White, Gujrat
- Shilpakalar upaladhai aaru aananda : Nilmoni Phukan, Anewsha, Guwahati

- Lok Kalpadristi : Nilmoni Phukan, Assam Prakashan parisad, Guwahati
- Art Education ; Janrdan Prasad, Kanishka Publisher, New Delhi
- Asomar Puthichitra Dr. Naren Kalita
- Shilpakalar Navajanamma : Shobha Brahma, Student Store, Guwahati
- Asomar Lok Shilpakala, Dhruva K. Talukdar, Bani Mandir, Guwahati
- Shilpakala Karmavikash, Gauri Barman, Asom Prakashan Parisad
- Fina Arts : Pradip Nath, AANK BANK, Guwahati
- [www.arteducators.org](http://www.arteducators.org)
- [www.collegeforcreativestudies.edu](http://www.collegeforcreativestudies.edu)

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 3</b>	<b>Code: S3. 6</b>
<b>CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH EDUCATION</b>		
<b>Marks: 20 (ext) +30 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

This course is designed to be one component of a practicum course to be covered in both years of study. It offers the scope to engage critically with systems and practices related to health of children and school health. Two sets of practicum are provided for the first and the second year of study. The rationale, aim and objectives of this practicum presented below refer to both practicum and theory courses.

The relationship between education and health & physical education forms the core rationale behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health & physical education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health.

A holistic understanding of health & physical education implies a perspective on health that is not merely freedom from germs and diseases but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the "hygiene-education" focus of health education which stresses behavioral changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children to understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioral change model to an approach that seeks to address larger health and determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to "bathe every day" or "eat nutritious foods is not sufficient".

The teacher will have to locate health & physical education -messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

It is important to see the role of the teacher as one that includes within it, the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in his/her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic background. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense, instead of speaking of.

The course is designed in such a way that the theory and practical units are closely knitted together and the idea is a constant process of reflection.

### **Mode of transaction**

The Faculty/Mentor will demonstrate the drill, March-past, games & sports in their hours of study, will define the aim and objectives of health & physical education, school health etc. related to the subject. The fresh educator will organize workshop / clinic on rules and regulations of games & sports and First Aid with the help of expert in respective topic. Organize sports meet among the student teacher in group / house basis.

## Objectives

- To build a holistic understanding of the concept of health & physical education and well-being and understand children's health needs using a social determinants framework.
- To understand the reciprocal relationship between health & physical education and understand the role of the teacher and possible ways of engaging with health concerns.
- To examine specific programmes related to children's health operating in schools.
- To build knowledge and skills on teaching health & physical education and integration of their themes with other curricular areas of teacher education and school subjects.
- To link theoretical and conceptual learning with actual school/classroom realities through practical work.

## Unit-wise content

### **Unit 1: Understanding health and Well-being** **4**

- 1.1 Meaning of health and well being.
- 1.2 Understanding linkage between poverty, inequality and health.
- 1.3 Social determinant of health: Food, livelihood, Sanitation, access to health services, NHM etc (swachh vidyalaya).
- 1.4 Effect of life style on food, livelihood, location, sanitation and personal hygiene.

### **Unit 2: Understanding children's health needs** **4**

- 2.1 Reciprocal linkage between health and Education.  
Childhood health concern: Hunger, Nutrition (balanced diet, malnutrition, Components of food etc.)
- 2.2 Morbidity mapping (meaning, method, observation daily notes)
- 2.3 Communicable diseases (Malaria, Dysentery, AIDS, Cholera, Influenza, H<sub>1</sub>N<sub>1</sub> etc.), Prevention & Cure.

### **Unit 3: Health of children in the context of school** **4**

- 3.1 Mid-day Meal - its rationale, objectives, components, functioning, role of teachers in MDM.
- 3.2 Measuring the health of school –issue of water, sanitation, toilets, drinking water, Class room, surrounding etc.
- 3.3 Monitoring, organization of MDM SSA, NGO, RMSA, District administration etc.

### **Unit 4: History and Principle of Physical Education** **4**

- 4.1 Meaning of Physical Education
- 4.2 History and principles of Physical Education
- 4.3 Need of Physical Education, linkage between health & Physical Education.
- 4.4 Organizing tournament, sports meet etc.
- 4.5 Marking & preparing the different play field, court.

### **Unit 5: Knowledge and skill development in Physical Education** **4**

- 5.1 Physical Education and play: drill, March past, different types of minor and major games (Kabaddi, Kho-Kho, Volley Ball, Football, Track & Field)

- 5.2 Development of team spirit, co-ordination and co- operation and leadership qualities through games & sports.
- 5.3 First Aid and demonstration (workshop mode)
- 5.4 Safety education (walking on road, play ground, fire, classroom, electricity etc.)
- 5.5 Posture – walking, seating, standing, reading, writing.

## **PRACTICUM**

**5 x 3 =15**

1. To conduct at the institution exercises and movement, Drill and team games, relay-games, minor games, individual games. The student-teacher must learn techniques, rules and procedures to conduct these games and sports event (Kho-Kho, Kabaddi, Throw Ball, Volley Ball, Football, and Athletics.)
2. Morbidity mapping exercise to be conducted. The student-teacher will track children's attendance and tries to find out reasons for children's absenteeism. S/he will record illnesses. S/he will observe and as reported by children/peers will develop a health report card.
3. Disaster management: Mock-drill in the event of earthquake, fire and relief operation etc.

## **Internal Assessment**

**30**

- Practicum : 15 marks
- Assignments : 5 marks
- Unit Tests : 5 marks
- Performance and Participation in activities : 5 marks

## **Instruction to Faculty/Mentor**

- Faculty/Mentor will take necessary steps to assess the documents of SIP, practical field and behaviour in the field areas.
- Faculty/Mentor will regularly link the theory and the practices

## **SIP activities**

As a practical activities during the school internship, it is suggested that student teachers observe the physical education activities taking place in the school about – Is there a space to play ? What equipment is available? What is being played by whom (boys/girls)? What is culture of play? Is the teacher educator actively engaged? Are there children being left out? What about children with special needs? Student teachers are encouraged to document the unrecognized and indigenous games that the students engage in. They are suggested that to share their findings in the form of a short report. After the SIP the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education and health and to also recognize the constraints operating in school terms of lack of space, no-sports equipments, ways of innovating etc.

## **Suggested Readings and web links**

1. Aao Kadam Uthaein : Ek Sahayak Pustika, USRN- JNU, New Delh. (A resource tool/ book for schools to address issues of health infrastructure and programmes)
2. Baru, R.V. (2008). School Health Services in India : An Overview. Chapter 6 in Rama V.
3. Baru (ed.) School Health Services in India : The Social and Economic Contexts, New Delhi : Sage publication, 142-145.
4. CSDH (2008), Closing the gap in a generation, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, Geneva, 0-9

5. Deshpande, M., Baru, R.V. and Nundy, M. (2009). Understanding Children's Health Needs and Programme Responsiveness, Working Paper, New Delhi : USRN-JNU
6. Mid-Day-Meals – A Primer (2005. Right to Food Campaign, Delhi.
7. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts, New Delhi: Sage.
8. Ashtekar, S. (2001). Health and Healing: A Manual of Primary Health Care, Chapter 36- Childhood illnesses, orient longman: Chennai.
9. Deshpande, M. et al. (2008). The case for cooked meals: Concerned regarding proposed policy shifts in the Mid-Day-Meal and ICDS Programs in Indian Paediatrics, pp 445-449
10. Dasgupta,R., et.al (2009). Location and Deprivation: Towards an understanding of the relationship between area effects and school health, working paper, USRN-JNU: New Delhi.
11. Samson, M., Noronha, C., and De, A. (2005). Towards more benefit from Delhi's Mid Day Meal Scheme; in Rama V. Baru (ed.) School Health Services in India: The Social and Econmnic Contexts, Sage: New Delhi.
12. Frost, J.et.al (2005). Play and child development, prenticeb hall.
13. Jones, L. (1994). The Social context of health and health work, McMillan press. Chapter 1, pp. 1-6,11-17,18-20, 32-36
14. Teacher's training in physical education
15. R. Paul, crescent publication
16. Resource materials of D. El. Ed. Course SCERT, Assam
17. Study materials for D. El. Ed. Course KKHSU
18. Study materials for D. El. Ed. Course IGNOU
19. Swastha aru Saririk Sikshar Hatputhi (A book on health and physical education in Assamese) by Pradip Sarma, Sr. Lecturer, DIET Barpeta, Howly 94351-02385, 9101826143
20. [www.ndsu.edu](http://www.ndsu.edu)
21. [www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)
22. [www.encyclopedia.com](http://www.encyclopedia.com)

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 3</b>	<b>Code: S3. 7</b>
<b>ICT INTEGRATED PEDAGOGY-II</b>		
<b>Marks: 30 (ext) + 20 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### About the Paper

Integrating Information and Communication Technology (ICT) into teaching and learning process is a growing area that has attracted many educators' efforts in recent years. Based on the scope of content covered, ICT integration can be done in three different areas: curriculum, content, and lesson. This paper elaborates upon the concept of ICT integration, and presents a systematic planning model for guiding ICT integration in the content area. The rapid development of Information and Communication Technology (ICT) has made information ubiquitous and computers cheaper and more powerful. Evidences around the world indicates that technology has great potential to increase learners' motivation, link learners to various information sources, support collaborative learning, and allow teachers more time for facilitation in classrooms. Integrating ICT into teaching and learning has therefore become a great concern for many educators.

This paper is designed to integrate ICT in teaching learning process and **NOT** the ICT course. It tries to introduce a wide range of technological applications in educational processes as a part of the D.EL.ED curriculum which is designed to realize the goals of NCF and NCFTE. This paper is activity oriented and based on constructivist pedagogy, principles and practices. It provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Sharing of learning, cooperative and collaborative learning and critical continuous evaluation of the learning is its integral part.

### Mode of transaction

- Classroom deliberations supported by computer and accessories.
- Hands on experience in using computer and internet.
- Preparation of text documents (using MS word/Libre office), presentation of various contents (using MS power point/ Libre office) and preparation of spreadsheet to store and analyze data (using MS Excel/Libre office).
- Using the internet tools to search, connect, download and archive curricular materials.
- Conduct of monthly seminars assisted by computer and digital projector.
- Conduct of classroom transaction of different core papers assisted by computer/digital projector/internet.

### Objectives

- To familiarize the student-teachers with various OERS (Open Educational Resources)
- To develop an understanding among the student-teachers about Netiquettes, Ethics and values.
- To enable them to learn the various uses of ICT gadgets.
- To develop an understanding about ICT integration with Pedagogic practices.

### Unit-wise Content

#### Unit 1: Open Educational Resources (OERs)

5

- 1.1 Awareness and usage of OERs: Searching, identifying and adopting, copying, saving, sending and sharing different types of relevant multimedia open educational resources for learning specific topics.



- 1.2 Integrating OERs in teaching–learning process, sharing these OERs with other teachers, evaluating its utility.
- 1.3 Preparing lesson based e-resources.

**Unit 2: Netiquettes, Ethics and values** **5**

- 2.1 Following proper protocol and observing copyrights
- 2.2 Appreciating and acknowledging OERs by others
- 2.3 Seeking appropriate permission for copyright material
- 2.4 Avoiding plagiarism and misuse of digital resources.

**Unit 3: Handheld devices** **5**

- 3.1 Get acquainted with various devices available such as tablet computers and mobile phones
- 3.2 Operating various functions of Mobile phones like texting, calling, photographing, VIDEO SHOOTING, interacting with others, for supporting learning, giving feedback to learner etc.
- 3.3 Updating knowledge about features of open source platforms like ANDROID.

**Unit 4: ICT Integration with Pedagogy Practices** **10**

- 4.1 Modern methods of Instruction
- 4.2 Exploration of ICT resources (educational tools and applications) for integrating available ICT into lessons (appropriate hardware- CD/DVD, projectors, interactive boards, appropriate software – audio, video, multimedia, animations, games and simulations etc. in computer lab.)
- 4.3 Evaluation and adoption of available ICT resources, relevant for teaching specific content.
- 4.4 Pedagogical analysis to determine content (What) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs.
- 4.5 Designing lesson plans using 5 'E's of constructivism: Engage, Explore, Explain, Elaborate and Evaluate, for any content with proper ICT integration
- 4.6 Using ICT tools, techniques and resources to create scaffolding
- 4.7 Classroom organization for ICT integrated lessons (Teacher centered, asking for more Self-learning, and participation in group activities.

**Unit 5: Planning lesson Integrating ICT (In workshop mode)** **5**

- 5.1 Lesson planning with integration of ICT and education processes - discussion
- 5.2 Workshop on steps involved in planning and conducting a lesson integrating ICT.
  - 5.2.1 Selecting a unit of teaching
  - 5.2.2 Content analyzing
  - 5.2.3 Preparing a Concept map
  - 5.2.4 Specifying learning outcomes
  - 5.2.5 Identifying learning processes
  - 5.2.6 Identifying relevant pedagogical processes
  - 5.2.7 Identifying effective ICTs
  - 5.2.8 Criteria for selecting ICT- relevance, availability, and accessibility, safety, free of cost, OER, interesting, Usability, User friendly
  - 5.2.9 Select the ICTs for use in the lesson
  - 5.2.10 Decide how to use the selected ICT to facilitate the identified learning process to obtain the expected learning outcomes
  - 5.2.11 Design the activities for teacher and students to perform- individually and in groups
  - 5.2.12 Sharing it with others online and get feedback from the learners, peers, friends and mentor etc. and finalize the lesson
  - 5.2.13 Conduct the lesson and receive feedback from learners, peers, supervisors and mentor for improving subsequent lessons.

**PRACTICUM (any two)****5x2 = 10**

- Preparation of lesson based e-resources.
- Preparation of OER on any ONE important pedagogical area e. g. Group activity, CCE, use of TLMs etc.
- Preparation of Digital Lesson Plan

**Internal Assessment****20**

- Practicum : 10 marks
- Assignment : 5 Marks
- Unit test : 5 Marks

**Instruction to Faculty/Mentor**

- Power-point presentation by the faculty on various aspects of OER (Open Educational resources)
- Deliberate discussion among the student-teachers on Netiquettes, Ethics and Values related to safe and proper use of Internet and other digital resources.
- Demonstration by the faculty on ICT integration into pedagogy with the help of various WEB 2.0 TOOLS, OER's
- Encourage student teachers to prepare Multimedia/digital learning resources for a particular class.

**SIP activities**

- Discussion and Sharing with the teachers of the school on OERs.
- Discussion and Sharing with the teachers of the school on other relevant e-resources.

**Suggested Readings and Web links**

1. Computer Fundamentals: Anita Goel
2. Computer Basics: Dheeraj Mehrotra
3. Computer Fundamental: Hemanta Baral
4. <http://ictcurriculum.gov.in/>
5. [www.elmoglobal.com/en/html/ict/01.aspx](http://www.elmoglobal.com/en/html/ict/01.aspx)
6. <http://ictschoools.gov.in/Policy/information-and-communication-technology-school-education>
7. <http://en.unesco.org/themes/ict-education>
8. [https://en.wikibooks.org/wiki/ICT\\_in\\_Education/Definition\\_of\\_Terms](https://en.wikibooks.org/wiki/ICT_in_Education/Definition_of_Terms)
9. [http://wikieducator.org/ICT\\_in\\_Education](http://wikieducator.org/ICT_in_Education)
10. [www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-4/B0140308.pdf](http://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-4/B0140308.pdf)
11. [www.teachersofindia.org/](http://www.teachersofindia.org/)
12. [www.tess-india.edu.in/about-tess-india](http://www.tess-india.edu.in/about-tess-india)
13. [Connected Learning Initiative – ICT](http://www.connectedlearninginitiative.org/)
14. <https://clix.tiss.edu/tag/ict/>

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## SCHOOL INTERNSHIP-II

Semester-3: SCHOOL INTERNSHIP-II		
Activities to be undertaken		Marks
1.	Unit planning, Lesson planning, and preparatory demonstration class at the institution (Critical analysis of peers' performance)	15
2.	Development of useful Teaching-Learning Materials (TLMs)	10
3.	Case study of a Class (in the light of understanding developed from various papers of D. El. Ed. programme)	10
4.	Lesson planning and Transaction of lessons in school	30
5.	Writing Reflective diary/journal	10
6.	Organization of Art and Creative education activities - Creative writing (poem /story/role play/news writing, Clay modeling etc.	5
7.	Organization of work education activities- Mapping of community resource of the surrounding of the school and utilization of community resource, gardening (maintenance of garden- rising of flower, seedlings, vegetables, shrubs and its nurturing) etc.	5
8.	Organization of yoga- Student teacher will demonstrate and conduct PRANAYAMS, KRIYA, MUDRA, ANULUM BILUM, KAPAL BHATI, DHYAN and MEDITATION	15
Total		<b>100</b>

### **Guidelines for School Internship-II:**

The interns will undertake the following activities in their respective allotted schools.

1. **Developing TLMs:** The interns will prepare relevant TLMs for at least three lessons of a subject textbook of any class. The need to prepare a chart depicting the class, subject, name of lesson and the required TLMs. TLMs need to have the desired characteristics. The interns will demonstrate a class with the prepared TLMs. The interns will submit a report, countersigned by the Head Master of the school at the TEI.
  
2. **Case study of learners:**

TEI will select ten (10) case studies relevant to the units discussed in semester-1, 2 & 3 for allotting one case study to each intern.
  
- **Writing Reflective diary/journal:** In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation

of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative practice undertaken by the intern in school; counselling of students, counselling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.

- Organization of activities on Art and Creative education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least two activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.

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# **SEMESTER-4**

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 1</b>
<b>SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT</b>		
<b>Marks:70 (ext) +30 (int) =100</b>	<b>Credit: 4</b>	<b>4 – 5 periods per week</b>

### **About the paper**

The purpose of education is to enable happy meaningful learning environments for all children. Between the “idea of education” and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important players. These include teacher, parents, school heads, district and block level education functionaries, academics, educators, the community, government planners, policy makers and children.

How are schools organized? What roles do government functionaries perform to help schools provide quality education? What kind of leadership enables effective school education? How are educational standards defined? What are the processes of change facilitation in education? This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions, readings, field-based project work and project presentations, students will develop an understanding of the range of factors that enable school organization and management.

### **Mode of transaction**

- Close reading of specific text.
- Observation and documentation of school organizational processes
- Field visit: centers of innovation, different types of schools.

### **Objectives**

- To familiarize student-teachers with the structure and processes of the Indian education system.
- To help student-teachers develop a critical understanding of the notion of school organization and management in the context of the structure and processes of the education system.
- To enable student-teachers to develop a vision for education.
- To develop preliminary research skills of student-teachers in education.
- To enable student-teachers to develop an understanding of school leadership and change management.

### **Unit-wise content**

#### **Unit 1: Structure and processes of Indian Education system 12**

- 1.1 History of Indian education system from ancient era till modern age.
- 1.2 Types of school under different managements in the present situation.
- 1.3 Roles and responsibilities of Educational functionaries.
- 1.4 School’s relations with educational administration, Academic institutions and community.
- 1.5 School culture and organization of school activities such as morning assemblies, student parliament activities, festivals, days of national and state importance, annual days etc.

#### **Unit 2: School Culture 8**

- 2.1 Why School culture matters
- 2.2 Identification of school culture
- 2.3 Why transforming school culture is essential to educational reform.

**Unit 3: School Effectiveness and School Standards****10**

- 3.1 What is School effectiveness and how it is assessed
- 3.2 Student completion rate(education stage-wise)
- 3.3 Understanding and developing standards in education
- 3.4 Classroom management and role of teacher.
- 3.5 Preparation and transaction of Lesson plan in an inclusive set up
- 3.6 Communication in the classroom and multiple learning level in the classroom.

**Unit 4: School leadership and Management****12**

- 4.1 Planning, Management and Administrative leadership
- 4.2 Team leadership
- 4.3 Pedagogical leadership
- 4.4 Leadership for change
- 4.5 Change management
- 4.6 Management of human, material and financial resource

**Unit 5: Change Facilitation in Education****8**

- 5.1 Adoption of community-based approach and building ownership of school in the mind of community members (community views the school as 'this is our school')
- 5.2 RTE Act, 2009
- 5.3 Adoption of whole school approach
- 5.4 NCF 2005
- 5.5 NCFTE 2009
- 5.6 Celebrating success of the stake holders of the school
- 5.7 District Primary Education Programme (DPEP) experiences
- 5.8 Sarva Shiksha Abhiyan (S S A) Experiences
- 5.9 Equity and equality in Education
- 5.10 Incentives and schemes for girls, differently able, Disadvantaged children etc.
- 5.11 Issues in educational and school reform
- 5.12 Preparing and facilitating change in education

**Unit 6: Understanding Teacher Development****20**

- 6.1 An introduction to development of Teacher Education in India
- 6.2 Concepts of Teacher Development and its impact on teacher, students, organization and community
- 6.3 Teacher Education and Teacher Training
- 6.4 Recommendations of various commissions and committees on Teacher Education in India
- 6.5 Pre service and in service Teacher Education: Concept, nature, objectives and scope, contemporary issues and challenges
- 6.6 Changing context of teacher Education in the country with reference to Global scenario
- 6.7 Role and functions of I A S E, D I E T, C T E, NS, BTC, PPTTC, HTTC,HTC
- 6.8 Mandate of N P E - 1986 , P O A – 1992 , on Teacher Education system
- 6.9 Role ,functions and networking of institutions like UGC, NCERT, NCTE, NIEPA, NERIE, SCERT etc
- 6.10 Continuous Professional Development (CPD)

**PRACTICUM****5 x 2 = 10**

The practicum component of this course is meant to help students made specific connections between field observations, class discussions, analytical presentations and participation in change visualization.

(A) **Project work:** To undertake a project on school culture and leadership in the neighborhood and to prepare a project report.

**(B) Workshop theme**

- 7 Team building activities.
- 8 Developing a personal vision as a teacher.
- 9 Teacher as a leader.
- 10 Managing the classroom.
- 11 Role of the School Head.
- 12 Interactions with support organizations.
- 13 School improvement plan.
- 14 Change facilitation processes

**Internal Assessment**

**30**

- Practicum (project work + Workshop / group discussion/ report writing) : 10 marks
- Assignment : 10 marks
- Unit test : 10 marks

**Instruction of Faculty/Mentor**

- Group discussions, field visits, Meeting and contact with community members and awardees' teachers, educationist and philanthropists. (project)
- Collection of history upon establishment and prepare a profile with documentation (filed visit)
- Observation and documentation of school organizational processes and preparation of report - at least five schools.
- Close reading of each text and reflective journals suggested for group discussions.

**SIP Activities**

- Organizing co-curricular activities
- Micro-teaching for teaching skill development

**Suggested Readings and web links**

- Barta. S. (2003) from school inspection to school support.
- Study materials for D. El. Ed. Course KKHSU, IGNOU, NIOS
- A text book of Education (Part-1 & II) L. Das
- RTE 2009
- Resource materials of D. El. Ed. Course, SCERT
- [www.advanc-ed.org](http://www.advanc-ed.org)
- [www.ericdigests.org](http://www.ericdigests.org)
- [www.theleaderinme.org](http://www.theleaderinme.org)

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 2</b>
<b>DIVERSITY, GENDER AND INCLUSIVE EDUCATION</b>		
<b>Marks: 35 (ext) + 15 (int) =50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

This course addresses the complex relationship that exists between diversity in equality and education. It aims to sensitize students to the diversity of life experiences and learning needs of different kinds of children. Inclusive education as understood today, must give a place to all children. This becomes more significant in the light of the Right to Education Act 2009. This course tries to explore certain possibilities of addressing the nature of inclusive education as well as the sensibilities and skills that it demands from the teacher. The need to promote inclusive education is increasingly being felt all over the world to integrate children with disabilities to prepare them from normal development and to enable them to face life with courage and confidence.

### **Mode of transaction**

- Conduct of Group activities, workshop, seminar, project, field studies, and assignment relevant to the topic/unit.
- The practicum course will be undertaken to help student explore spaces for inclusion in schools
- Dialogue and discussion has to be the key for transaction of this course

### **Objectives**

- Developing a comprehensive and critical understanding on disability, marginalization and inclusive education.
- To focus on the structures in our schools that serves as a hindrance towards inclusion of all students.
- Generate sensitivity towards local and global environment.
- To emphasize living in harmony with one self and with natural and social environment.
- To explore and understand the possibility of change through inclusive education

### **Unit-wise content**

#### **Unit 1: Inclusive Education**

**15**

- 1.1 Concepts and Principles of Inclusive Education
- 1.2 Forms of Inclusion and Exclusion in Indian education (Marginalized section of society, gender, children with special needs)
- 1.3 Historical and contemporary perspectives to disability and Inclusion
- 1.4 Understanding children with special needs : Concept and Characteristics
  - ❖ Sensory disabilities
    - Visual impairment
      - a) Low vision
      - b) Blindness
    - Hearing impairment
      - a) Hard of hearing
      - b) Deafness

- ❖ Neuro- developmental disabilities
  - a) Intellectual disability
  - b) Specific learning disability
  - c) Learning difficulties
  - d) Autism spectrum disorder
- ❖ Other disabilities
  - a) Cerebral palsy
  - b) Loco-motor disability
  - c) Multiple disabilities, including deaf blindness
  - d) Speech and language disability
  - e) Mental illness

1.5 Policies, Legislations, Provisions and Services for children with special educational needs

- a) PWD Act, 2016
- b) RTE Act, 2009
- c) Schemes and facilities for special educational needs

1.6 Approaches and skills of inclusive teaching.

1.7 Adaptation of curriculum for CWSN.

## **Unit 2: Gender, School and Society**

**15**

- 2.1 Social construction of masculinity and femininity
- 2.2 Patriarchies in interaction with other social structures and identities, such as matrilineal societies; Society control mechanism in patriarchal and matrilineal societies.
- 2.3 Acts related to gender violence -
  - a) Protection of women under Domestic Violence Act, 2005
  - b) Sexual harassment of women at work place (Prevention, Prohibition and Redressal Act 2013)
- 2.4 Inclusive perspective: addressing gender, CWSN, socially disadvantaged etc. in school-curriculum, textbooks, classroom processes and student-teacher interaction
- 2.5 Working towards gender equality, equity and inclusion in classroom

## **Unit 3: Diversities in Classroom**

**5**

- 3.1 Different forms of classroom diversities
- .2 Diversities as resource in teaching-learning processes
- .3 Teacher's role in dealing diversities in classroom

## **PRACTICUM**

**3 x 2 = 6**

**TASK 1:** Case study of a school going child to identify diverse needs and submit report thereof.

OR

Collect a success story of a differently-able person in the locality/community and submit a report thereof.

**TASK 2:** Collect information from articles of print/electronic media on different issues related to inclusion, gender, CWSN (Children with Special Needs)/PWD (Person with Disability) and prepare a report and present in the class.

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

**Instruction to Faculty/Mentor**

- Organize classroom discussion among teacher-trainees for conceptual understanding of an inclusive classroom.
- The teacher education is to facilitate the students to prepare case studies and collection of success stories of CWSN/ person with disability.
- Encourage the teacher trainees to study news items, articles, e-books, research paper, journals, e-journals on disability issues.
- To provide guidance for lesson plan and TLM preparation for inclusive teaching.

**SIP activities**

- Planning lesson & preparing STLM for inclusive teaching and its implementation
- Case history of children with diverse needs in the school (one case history per trainee).

**Suggested Readings and web links**

- Resource materials of D. El. Ed : SCERT ; Assam
- SSA Publications.
- Baquer, A. And Sharma, A Disability vs. Challenges, N. Delhi : Can Publishers.
- Bhattacharjee, N (1999). Through the looking-glass : Gender Socialization in a Primary School in T. S. Sarawathi (ed.) New Delhi : Sage
- Hand Book on Education of children with special needs developed by SCERT, Assam
- Stakes, R. And Hornby, G. (2000). Meeting Special Needs in Mainstream Schools : A Practical Guide for Teachers (2<sup>nd</sup>ed).
- Ghai, A. (2001). Marginalization and Disability : Experiences from the Third World in M. Priestly (ed.) Disability and the Life Course : Global Perspective Delhi : Cambridge University Press.
- [www.inclusionbc.org](http://www.inclusionbc.org)
- [www.en.unesco.org](http://www.en.unesco.org)
- [www.opensocietyfoundations.org](http://www.opensocietyfoundations.org)
- [www.inclusive.tkt.org.nz](http://www.inclusive.tkt.org.nz)

**Optional pedagogy courses of class 6-8  
level (Any one)**

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (A)</b>
<b>MATHEMATICS</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

Young learners come to school with some practical knowledge and experiences of mathematics that is learnt by them in their own ways. They start learning mathematics as a subject using symbols systematically only after coming to school. In school; they come across a systematic treatment of mathematical concepts. They often suffer conflicts in the process of internalization. It is important for teachers to understand these conflicts and differences for effective learning. They must have understanding and thinking in basic mathematical operations, generalizations, estimations, quantifications, reasoning when they are taught in the class. Teacher must have the knowledge of pedagogy cum content areas of mathematics.

The aim of this course is to sensitize perspective teachers that not only do they need to reflect on their own knowledge of mathematical content taught at primary levels but they also need to connect to children and their experiences. This course would enable both teachers and students to promote learning.

### **Mode of transaction**

The paper is to be transacted both theoretically and practically. Evaluation of the subject is to be done using different tools for evaluation and through practical activities. Project method of teaching mathematics can facilitate the faculty to judge the student-teacher both practically and theoretically.

Perspective teachers to be engaged in discussion on already observed children's work in order to acquire an understanding how children respond to mathematical knowledge.

### **Objectives**

- To enable student-teachers to develop deeper insights into the content areas of mathematics at Primary level.
- To make student-teachers aware of the factors that impact on the process of acquisition of mathematical knowledge.
- To sensitize student-teachers about the way in which children respond to mathematical knowledge.
- To help student-teachers develop skills, deeper insights, acquire appropriate attitude, learn effective strategies that promote children's learning.
- To make them enable to think and reason mathematically.
- To develop them with sufficient knowledge and skills that helps them in designing appropriate activities for children.

### **Unit-wise content**

#### **Unit 1: Algebraic thinking and its applications**

**8**

- 1.1 Number pattern that helps in generalization.
- 1.2 Idea and use of variables.

- 1.3 Formation of Algebraic expression, addition and subtraction of algebraic expression, identity.
- 1.4 Formation and solution of Linear equations.
- 1.5 Mathematical investigations/ puzzles that rely on algebraic thinking.
- 1.6 Algebraic expression-its co-efficient, index, power, constant, monomial, polynomials (binomial, trinomial)

**Unit 2: Mathematical Reasoning** **7**

- 2.1 Process of generalization:-Pattern recognition and inductive reasoning process that enables formation of hypothesis.
- 2.2 Structure of Mathematics: Axioms, Definitions, Theorems.
- 2.3 Validation processes of mathematical statements: Proof, Counter examples, Estimation.
- 2.4 Problem solving in mathematics- a process.
- 2.5 Creative thinking in mathematics.
- 2.6 Manipulative mathematics.

**Unit 3: Practical/ Commercial Mathematics and Data handling** **8**

- 3.1 Ratio and proportion
- 3.2 Percentage
- 3.3 Discount.
- 3.4 Profit and loss.
- 3.5 Interests (Simple and Compound)
- 3.6 Collection, classification and interpretation of data.
- 3.7 Presentation of collected data.
- 3.8 Elementary statistical techniques.
- 3.9 Averages: (Mean, Median and Mode).

**Unit 4: Geometric ways of looking at Space and Shapes** **5**

- 4.1 Geometric thinking level-Van Hiele's.
- 4.2 Congruency and Similarity.
- 4.3 Transformations and geometric shapes.
- 4.4 Construction of geometric shapes using geometric equipments.

**Unit-5: Communicating Mathematics** **3**

- 5.1 Curriculum and classroom practices
- 5.2 Role of text book in Teaching- Learning process of mathematics.
- 5.3 Mathematics Laboratory / Resource Room.

**Unit-6: Issues about Assessment in Mathematics** **4**

- 6.1 Open-ended questions and problems.
- 6.2 Assessment for conceptual understanding.
- 6.3 Assessment for evaluation of skills such as Communication and Reasoning

**PRACTICUM** (Any two by each student-teacher) **2 x 3 = 6**

- Draw any picture of any living organism using different symbols of mathematical relations through the application of the idea of manipulative mathematics
- Make a list of all symbols, notations, operational signs used at elementary level mathematics.
- Collect the cost of twenty different vegetables in the local market and calculate the Mean, Median and Mode of the market prices of the articles.
- Prepare a 3-D object using no-cost materials and show its different components using separate colours for each kind of component. (Surfaces, Vertices, Edges).
- Select five children from different socio-cultural and socio-economic background and collect their expected knowledge of different units for counting or calculation which proves that the role of social background in the process of the learning of mathematics.
- Convert the mathematical statement; '**four-fifth**' into Vulgar fraction, decimal fraction, percentage and pictorial form.

### Internal Assessment

15

The assessment of the internal activities done by the student-teachers is to be made by the mentor/faculty individually and as per the norms set by the faculty and it is to be recorded and documented properly for future purpose of overall assessment.

- Practicum : 5 marks
- Assignments : 5 marks
- Unit test : 5 marks

### Instructions to Faculty/Mentors

Mentors/Faculties will organize workshop with the student-teachers in the institute to strategies the successful completion of the internal activities to be done by them under active supervision of the Mentors/Faculties. They will develop necessary format for the activities if necessary with the help of student to enable them to prepare such documents in future.

The activities which are to be done by them are to be properly documented, recorded and reported to the authority if necessary by the mentors/faculties for future reference/internal assessment.

### SIP activities

For the Student-teachers of semester-IV; the following activities on Mathematics will be assigned for internship:

- Reflection on the teaching on mathematics done by the student-teacher in semester-III and to re-teach the same classes on the same topics of the same subjects taken earlier basing on the mistakes made by him/her (at least five classes).
- The classes will be observed by the peers and by the mentor/faculty strictly using standard format developed earlier by the faculty.

### Suggested Readings and web links

- Textbooks on Mathematics for classes VI-X prepared by SEBA, the SCERT, Assam.
- Teaching of Mathematics: Kocchar.
- GanitShikshan: H.K.Sharma.
- GanitShikshan: Dr.B.K.Dev Sharma.

- Resource materials for D.El.Ed: SCERT, Assam.
- Study materials for D.El.Ed. course: KKHSOU/IGNOU.
- OER ‘Using number games: developing number sense’ of TESS-India (EM-01)
- OER ‘Using number line and the expression ’ of TESS-India (EM-03)
- OER ‘Using rich tasks: area and parameter’ of TESS-India (EM-10)
- OER ‘Physical representation in mathematics: Handling data’ of TESS-India (EM-11).
- OER ‘Conjecturing and generalizing in mathematics: Introducing Algebra’ of TESS-India.(EM-13).
- OER ‘Using embodiment manipulative and real experiences: Teaching about angle’ of TESS-India (EM-14).
- OER ‘Creative thinking in mathematics: proportional reasoning’ of TESS-India (EM-15)
- Upper Primary training modules on Mathematics: SCERT, Assam.
- Open Educational Resources (OER’s) of TEES-India.
- [www.khanacademy.org](http://www.khanacademy.org)
- [www.springer.com](http://www.springer.com)
- [www.coursera.com](http://www.coursera.com)



<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (B)</b>
<b>SCIENCE</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### About the paper

The aim of this course is to challenge students misconception related to concept in science and help them advance towards a better understanding. The students should be encouraged to deal with the nature of science and relate with inquiry in this area. The student should be able to critically reflect on issues of gender and inclusion in science Education.

### Mode of transaction

- Use of hands on demonstration/experimentation.
- Emphasis on understanding scientific vocabulary and its role in development of scientific understanding.
- Organizing debates/seminars/Exhibition /Quiz and on the content area of school science (Class VI, VII, VIII).
- Organizing workshop for development of TLMs, learning Resources.
- Use of 5 Es Pedagogical approach of science teaching in class room transaction.

### Objectives

- To encourage student-teachers to revisit their own conceptual understanding of science.
- To engage student-teachers with various aspects of the nature of science.
- To help student-teachers to understanding children’s ideas in relation to cognitive development and children’s understanding of scientific concepts.
- To help student-teachers to select and use appropriate teaching-learning and assessment strategies.

### Unit-wise Content

#### **Unit 1: Understanding Science and children’s ideas about Science 5**

- 1.1 Nature of science.
- 1.2 Aims and objective of teaching science at elementary level.
- 1.3 Children’s ideas related to science concepts: probing documenting and analyzing children’s idea related to science concepts.
- 1.4 Science as process, science as product.

#### **Unit 2: Classroom Transaction 15**

- 2.1 Different ways of conducting inquiry: setting up simple experiment and investigation in different contents.
- 2.2 Competency mapping and concept mapping.
- 2.3 Science teaching through constructivist approach.
- 2.4 Use of graphic organizer and visual organizer
- 2.5 Use of ICT in science teaching.

- 2.6 Methods of science teaching - project method, problem solving method, demonstration method, experimental method, laboratory method, Heuristic method
- 2.7 Use of learning resources for effective transaction of science.
- 2.8 use of science corner/lab and precautionary measures for handling science kit
- 2.9 Preparation and use of TLM.
- 2.10 Field trips to science museum, wildlife sanctuary, planetarium etc. and sharing of submitted report in the classroom.

### **Unit 3: Science for All**

**10**

- 3.1 Issues of gender, language, culture and equity in science classes and strategies to address those.
- 3.2 Introduction to science and society interface.
- 3.3 Environmental issues: Biodiversity, Eco-system, conservation of environment, pollution and treatment, Global warming, loss of habitat and endangered species with special reference to North-East India.
- 3.4 Population Education: Health and Hygiene, Population Explosion, family planning, removal of social evils (superstition, child marriage, poly marriage, gender stereotype)
- 3.5 Disaster Risk Reduction
- 3.6 Use of Science and Technology in day to day life

### **Unit-4: Classroom Planning and Evaluation**

**5**

- 4.1 Planning of teaching science - Annual plan, unit plan
- 4.2 Competency based knowledge, activities and assessment.
- 4.3 Continuous and comprehensives Evaluation (CCE) - use of different types of assessment and assessment tools for quality improvement of students.

### **PRACTICUM (Any Three)**

**2 x 3 = 6**

1. Identifications of different parts of plants through herbarium sheet.
2. Experimentation on different kinds of soil, e.g. Loamy, Sandy etc.
3. Collections of different kinds of seeds and preparation of chart.
4. Food item and their major elements.
5. Use of different kinds of lenses in different objects.
6. Measurement of elements of weather: temperature, rainfall, wind speed and atmospheric pressure.
7. Germination of seeds.
8. Making of Album, Chart and Model
9. Use of indicators to identify acid, base and salt.
10. Preparation of competency based TLM- class wise and lesson wise

### **Internal Assessment**

**15**

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

### **Instructions to Faculty/Mentor**

- Experiment and demonstration should be done to teach science.
- Organize debates, quiz, seminar and exhibition based on science content areas.
- Ensure active involvement of students in science learning.
- Help students to develop conceptual framework as well as to develop problem solving skills

- Assess the students on regular basis
- Use constructivist approach to teach the concepts of science.
- Ensure to develop the following skills of science learning –
  - :: Observational skill
  - :: Drawing skill
  - :: Constructional skill
  - :: Experimental skill
  - :: Innovative Practices and Creative Thinking

### **SIP Activities**

- Preparation of album – E. g medicinal plants, different kinds of leaves etc
- Preparation of reflective journal and record keeping
- Classroom transaction with science lesson plans.

### **Suggested Readings and web links**

1. Modern science teaching by R.C. Sharma
2. Study Materials for D. El. Ed Course KKHSOU/IGNOU/NIOS
3. Teaching of Science by R.C. Das
4. Text Books on science for classes VI to VIII SCERT, Assam
5. Resource materials of D. El. Ed course, SCERT, Assam
6. Science activity book-VI, VII, VIII.
7. [www.inspiring-science-education.net](http://www.inspiring-science-education.net)
8. [www.jove.com](http://www.jove.com)

Year: 2 <sup>nd</sup>	Semester: 4	Code: S4.3 (C)
<b>SOCIAL SCIENCE</b>		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

### About the Paper

Teaching of Social Science starts from Upper Primary standard as one of the core school subject. This subject is different from other subject because from this we not only study about society in scientific method but also imagine ideal social system. The nature of this subject is related to the imagination of future society, that's why different type of social interference are there in its teaching.

In this course student teacher will get acquainted with characteristics of social science subject and will study introduction of specific nature of subjects like History, Geography, Social-Economics and Social-Political Science. This course introduces students to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time and space.

### Mode of transaction

- Classroom interaction through discussion and collaborative learning process.
- Engaging students in debate, group discussion, seminar etc.
- Conducting, project work, field study, survey, exposure visits etc.
- In addition to above the teacher educator may adopt any innovative practice for transaction of the curriculum

### Objectives

- To develop knowledge and skills to critically understand the concepts drawing from the discipline of history, geography, political science, economics and sociology to interpret present reality.
- To be able to analyze social science school curriculum, syllabus and text books.
- To develop skills to gather, interpret and analysis of data.
- To get acquainted with and be able to use different pedagogies to transact the social science school curriculum.
- To be able to assess children's learning keeping in view their all round development.

### Units of Content

<b>Unit 1:</b>	<b>Nature and importance of Social Science</b>	<b>7</b>
1.1	Meaning and scope of social science.	
1.2	Importance of teaching social science at Upper Primary level.	
1.3	Objectives of teaching social science at school level as envisaged in NCF 2005	
1.4	Different Approaches to organize social science - Discipline Centered, Issues centered, Inter-disciplinary Approach of Social Science and Integrated Approach of Social Science.	

**Unit 2 : Important concepts of social science - understanding change and continuity, Cause and effect, time perspective and chronology, socio-spatial interaction through the followings - 6**

- 2.1: Society: Social Structure, Social Stratification, Community and groups.
- 2.2: Civilization: History and culture of different civilization with focus on Indus Valley Civilization
- 2.3: State: Authority, nation, nation state and citizen (institutional mechanism of administration at local, state and national level).
- 2.4: Regions: Important Natural and Regions of the world Resources, race, people
- 2.5: Market : Commodities, exchange, money transportation, export and import.

**Unit 3: Methods, strategies and learning resources for teaching social science 12**

3.1 Important Teaching Methods :

- 3.1.1 Lecture method
- 3.1.2 Lecture cum demonstration method
- 3.1.3 Project method
- 3.1.4 Dialogue and Discussion method
- 3.1.5 Source method
- 3.1.6 Dramatization method
- 3.1.7 Role play method
- 3.1.8 Problem solving method

3.2 Important Teaching Strategies:

- 3.2.1 Collaborative and co-operative learning.
- 3.2.2 Activity based learning.
- 3.2.3 Critical thinking.
- 3.2.4 Experiential learning.
- 3.2.5 Teaching with case study
- 3.2.6 Multi-media based learning.
- 3.2.7 ICT enabled learning.
- 3.2.8 Field visit.

3.3 Learning Resource for effective transaction of social science Curriculum.

- 3.3.1 Use of TLM and audio-visual aids.
- 3.3.2 Use of Namghor, Satra, Mosque, Gurudwar, Buddha Bihar, Church, Tol, Madrassa, Maqtab, community halls etc. as community resources.

**Unit 4: Classroom Planning 5**

- 4.1 Need of planning for social science classroom transaction.
- 4.2 Analysis of school text books (Class VI to VIII) of social Science to understand the perspective about the subject.
- 4.3 Concept Mapping and Competency mapping.
- 4.4 Themes and structure of the units and its planning.
- 4.5 Planning for teaching Social Science.
- 4.6 Evaluation of planning.
- 4.7 Importance of maintaining reflective journals on classroom practices during internship.

- 5.1 Assessment and evaluation—definition, need and importance
- 5.2 Continuous and comprehensive evaluation (CCE) in social science.
- 5.3 Techniques and Tools of Evaluation.  
Techniques – Testing, observation, Inquiry, Analysis.  
Tools - Written test, Oral test, Diagnostic test, Achievement test, standardized test, observation schedule, interview schedule, project, seminar, experience sharing, sociometry, rating scale, check-list etc.
- 5.4 Feedback and reporting procedures

**PRACTICUM****3 x 2 = 6**

- Field study on social issues.
- Assignment Project work.

Suggested topic for field study (Any one)

1. Witch-hunting – a myth or a social evil? Indian stigma attached to witch-hunting, where the accusation is entirely based on speculations and social beliefs. Study the impact of Witch-hunting on present Assamese society.
2. Conduct a study in your locality about significantly increasing use of information and technology and its impact on the young generation.
3. Impact of Child marriage in our society- Conduct a study.
4. Racism/ Untouchability- an ancient evil of the Indian society that rose due to the caste system and is still prevalent in the contemporary society. Is it a threat to a secular and democratic country like India? Conduct a study.
5. Economic Inequality- how it is affecting the education, growth and progress of young generation of our society?
6. Cynicism – Is cynicism among the youngsters damaging hopes of a sustainable society? Conduct a study in your locality.
7. Aggression – Is our society getting increasingly angry? Conduct a study in your locality on aggression, - its impact, causes and prevention.
8. Religion – a tool for politics, the superstition that follow and the Goodman who preach them. Why it is still a very sensitive issue in the present society? Conduct a study.

Suggested Assignment/project work (Any one)

1. Study the Ahom rule in Assam and its contribution in building modern Assam.
2. Map any locality based on the distance and directional relationship from your educational institution. Mark out geographical components- hills, rivers etc. institutions, historical monuments, banks, local market and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location, Try to see the linkages between various institutions that exist in this locality.
3. Through field visits, understand a slum in terms of its economics, existence, politics and historical memories. Develop connections

between these factors to understand the nature of their present concerns and problems.

4. Trace two final consumer products from their raw form. Study the processes that are involved in changing it to final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the relationship that exists between them.
5. Around and particular social science theme, event, date or a phenomenon, make an oral history project through interviews and conversations. Understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering others ones.
6. Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.
7. Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on be used in the teaching of Social Science.  
(The teacher educator should distribute the topic of field study and project work in such a way that each topic has to be practised either individually or in group)

### **Internal Assessment**

**15**

- Formative assessment in verbal and written form (Quantitative assessment)
- Assessment on assignment (Quantitative and qualitative). Under quantitative assessment- written and oral work done by the teacher trainees on the content of the paper. Under qualitative assessment observation of classroom teaching practice and interview on field study and project work.

Under both qualitative and quantitative assessment seminar reports, field study reports, project work report, performance in workshop etc will be assessed.

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

### **Instruction to Faculty/Mentor**

- Unit1 may be conducted through classroom discussion.
- Unit 2 may be conducted by organizing seminar on different content given in unit 2 and that will be followed by discussion (This activity may be conducted in group)
- Unit 3, 4 and 5 may be conducted together. First the teacher educator will give a brief idea regarding 3, 4 and 5 as a whole which will be followed by group formation of the teacher trainees. Each group will consist with 2-3 members. Each group will be given one method prescribed in Unit 3. Groups will choose one lesson of any social science text book of UP level. Through Concept mapping and

competency mapping each group will find out competencies of the selected lesson. Among the competencies one competency is to be chosen by each group which can be transacted through the method they have got. Groups will have to design activity for the competency where they need to use specific strategies as well as resources mentioned at Unit 3.2 and 3.3 respectively for effective transaction. Each group needs to design strategies to evaluate the learning by considering specific techniques and tool mentioned in Unit 5.

The groups will prepare a report on the above mentioned activity and present it for class room discussion.

### **SIP Activities**

- Preparation of Unit Plan and Learning Plan for classroom teaching.

### **Suggested Readings and web links**

1. Social Science textbooks, classes VI-X: SEBS, SCERT; Assam
2. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi : Sage.
3. Chakravarty , U. (2006).
4. George, A. and Madan, A (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi : Sage.
5. Resource Materials of D.El. Ed. Course, 2012 publ: SCERT; Assam
6. Study materials for D. El. Ed. Course: KKHSU
7. Study materials for D. El. Ed. Course: IGNOU/NIOS
8. Teaching of Soc. Studies :Kocchar
9. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.
10. [www.esrc.ac.uk](http://www.esrc.ac.uk)
11. [www.study.com](http://www.study.com)
12. [www.open.edu](http://www.open.edu)



<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (D)</b>
<b>ENGLISH</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

The purpose of the course is to enable the student teachers to create a supportive environment for experimenting learning of English as a second language .The course will familiarize the student teachers with the prevalent language teaching practices in classroom, their merits and demerits and possibilities by linking theories with classroom instruction. This course is based on the language learning approaches as envisaged in NCF-2005, SCF-2011, NCFTE-2009 and NCTE Guidelines for 2-year D.El.ED course. This paper will equip the student teachers for dealing English as a core subject at the upper stage of elementary education.

This paper is based on constructivist approach as the student teachers are exposed to the contemporary practices in English teaching. Maximum emphasis is laid on using specific strategies for teaching English by giving equal space for both theory and practice.

### **Mode of transaction**

- Constructivist participatory Approach based on group discussion, content deliberation, Discourse on the textbook.
- Workshop mode, seminar, project work, Assignments, etc.
- Activities for development of language skill in general and spoken /oral English in particular.

### **Objective**

To develop in student teachers -

- A perspective on English language Teaching (ELT)
- Classroom management skill, procedures and teachings for teaching language.
- An insight into the Assessment of English language acquisition.
- Capability to adopt the textbook (upper primary) and for interpreting various text independently.

### **Units of Content**

#### **Unit 1: Key factors affecting acquisition of English as a second language**

**10**

- 1.1 Policies of teaching English in India with special reference to Assam.
- 1.2 Challenges for teaching English in a multilingual setting.
- 1.3 Integrating English with other subjects.

**Unit 2: Class room Practices and possibilities****10**

- 2.1 Connections between classroom instruction and theories /principles to the teaching of English.
- 2.2 Using multilingual class room as a resource for teaching English.
- 2.3 Promoting the environment for learning English in and outside the class room, use of community resources.

**Unit 3: Adopting the textbook****8**

- 3.1 Compatibility of the textbook with the aims set in the school curriculum.
- 3.2 Critical literacy: Response to and interpreting various texts independently (prose, poetry etc)
- 3.3 Analyzing the English textbook of elementary level; understanding the literary terminology (simile, metaphor, imagery, irony, alliteration)

**Unit 4: Assessment of English language Acquisition****7**

- 4.1 Current assessment procedures.
- 4.2 Attitude towards errors and mistakes in second language learning.
- 4.3 Measuring and recording of learners' progress: portfolio, anecdotal records, teacher's diary, reflective journal etc.

**Activities for internal assessment****15**

- (1) Spoken /Oral English activities:
  - (a) Dramatization, extempore speech, debating, group/panel discussion etc.
  - (b) Describing things, narrating events/ incident etc.
- (2) Assignment (any one):
  - (a) Designing language games.
  - (b) Reading children literature.
  - (c) Writing for wall magazine/news letter/word-wall etc.
- (3) Unit test

**Internal Assessment**

- Spoken/oral English activities : 5 marks
- Assignment : 5 marks
- Unit test : 5 marks

### **Instructions to the Faculty/Mentor**

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials
- To assess the students internally, the prescribed activities should be carried out strictly
- Formats required for Measuring and Recording of learners' progress: portfolio, anecdotal records, teacher's diary, reflective journal etc. are to be developed in workshop mode involving the student-teachers.

### **SIP Activities**

Lesson planning and classroom transaction (Use of TLM, ICT integration, Art integration) for Elementary Level

### **Suggested Readings web links**

- NCF- 2005; NCFTE-2009; NCTE/SCERT Guidelines for D. EI. Ed course
- Resource Materials of D. EI. Ed course Published by SCERT, Assam
- SLMs for D. EI. Ed. course published by IGNOU, KKHSOU, NIOS etc.
- OERs and TDUs of TESS-India
- Books on Spoken/Oral English published by SEBA and other Publications
- Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- [www.tess-india.edu.in](http://www.tess-india.edu.in)
- [www.britishcouncil.org](http://www.britishcouncil.org)
- Other relevant websites

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (E)</b>
<b>MIL</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

The course gives sufficient opportunities to the student-teachers to acquire the understanding and skills for handling MIL in classroom situation. A linkage among the curriculum, syllabus and textbook has also been considered for deliberation. It is very much essential for the student-teachers to be familiar with the curriculum, syllabus and text books of elementary classes, and accordingly space has been kept in the course for this.

Through this paper it is expected that the hidden creative potentiality of the student-teachers will come out. The development of reading habit of student-teachers has been focused. Focus has also been kept to familiarize the student-teachers with children literature.

### **Mode of transaction**

Constructivist approaches of TL-processes, Group work, discussion, workshop, seminar, field study etc.

### **Objectives**

- To develop understanding about the curriculum and syllabus of upper primary level.
- To enable the student-teachers to make analysis between curriculum and text book
- To develop the skill of creative writing
- To develop the skill of reading
- To encourage the student-teachers to prepare the handmade magazine and wall magazine and other writing also.

### **Unit- wise content**

#### **Unit 1: A look into the curriculum, syllabus and text book (from class VI to VIII) 15**

- 1.1 Objectives of curriculum
- 1.2 Relationship between text book, syllabus and curriculum
- 1.3 Analysis of the features of the text books
  - 4.3 Mapping competencies of language textbook of any class
  - 4.4 Preparation of lesson plans from text book of any class
  - 4.5 Preparation of lesson based TLM (from at least two lessons of any class)

#### **Unit 2 : Creative Writing 5**

- 2.1 Objectives of curriculum
- 2.2 Preparation of a handmade magazine, wall magazine
- 2.3 Comparison among curriculum, syllabus and text book.

#### **Unit 3 : Extensive Reading 15**

- 3.1 Using and analyzing of a resource beyond the text book
- 3.2 Children literature
- 3.3 Short stories
- 3.4 Biography
- 3.5 Travelogue
- 3.6 Dictionary
- 3.7 Encyclopedia
- 3.8 News paper and magazine

**PRACTICUM (Any Two)****5 x 2=10**

- Critical analysis of the upper primary (Class VI - VIII) curriculum
- Analysis of the features of the text book of any class ( Class VI - VIII)
- Preparation a handmade magazine/ wall magazine ( Group Activity)
- Study a children literature and analyse it critically.
- Mapping of competencies of lessons of subject wise textbooks.
- Preparation of lesson plan and its transaction
- Group discussion and sharing on the learning outcome of the extensive reading.

**Internal Assessment****15**

- Practicum and Assignment : 10 marks
- Unit test : 5 marks

**Instruction to Faculty/Mentor**

- The mentor will arrange workshop for curriculum and text book analysis
- Group work will be practised for handmade magazine etc.
- Mentor will try to build up the habit of the learner to utilize the library for effective reading.
- Mentor will monitor the reading of newspapers by all students in morning assembly.

**SIP Activities**

- Organize a literary competition
- Develop a wall magazine/ handmade magazine

**Suggested Reading and web links**

- Upper primary curriculum prepared by SCERT
- Text Book of class Class VI- VIII developed by SCERT
- SishuRashanawali by Navakanta Barua
- Asamiya Sahityar Samitkshamok Itibritta
- Chandrakanta Abhidhan- Edited by –
- Baro – Othoro: Dr. Homen Borgohain, Editor
- Any children page from daily newspapers
- [www.accreditedlanguage.com](http://www.accreditedlanguage.com)
- [www.languagetesting.com](http://www.languagetesting.com)
- [www.transparent.com](http://www.transparent.com)

## SCHOOL INTERNSHIP-III

Semester-4, SCHOOL INTERNSHIP-III		
Activities to be undertaken		Marks
1.	Lesson planning and classroom transaction (Use of TLM, ICT integration, Art integration)	120
2.	Action research related to teaching subjects of schools	15
3.	Preparation of School Development Plan (taking in to consideration enrolment class-wise, repetition rate class-wise, completion rate of students, drop-out rate class-wise, average attendance)	15
4.	Assessment and Evaluation of student learning	40
5.	Writing Reflective diary/journal (with reflection on own teaching and peer teaching)	20
6.	Organisation of Art of creative education activities-Making of Poster /hand written magazine/wall magazine/Pot/Calender/Greetings card/collage performance of performing art etc.	10
7.	Organisation of work education activities-chart preparation on mapping works related to class-wise other curricular subjects, preparation of stationery items success files, registers envelope writing pads album map etc., plantation, project work on curricular subjects, making items from waste materials etc.	10
8.	Organisation of activities on physical education- student teachers will demonstrate different type of drills with without tools during the class, organise and conduct minor games, relay games, Kabaddi, kho-kho etc., continuation of Asanas.	10
9.	Workshop on vision, aspiration and purpose of life, ego and self in relation to human development, role of science and religion in society.	10
10.	Community work for 2 weeks	50
<b>Total</b>		<b>300</b>

### **Guidelines for School Internship-III:**

The interns will undertake the following activities in their respective allotted schools.

1. Undertaking Action research: Each intern will conduct ONE action research upon any meaningful and relevant aspect of problems prevalent in the school. They will conduct the action research in a structured format. A report on the action research conducted and countersigned by the Head Master has to be submitted at the TEI immediately after the internship period.

2. Assessment and Evaluation of student learning: Each intern will make assessment and evaluation of children of any class upon any subject. For this they will have to previously prepare adequate tools for assessing skills, understanding, knowledge, application. They will prepare the tools on the basis of a blue-print, which will be prepared at TEI in consultation with their concerned Mentor/Faculty
3. Preparation of School Development Plan: The interns in group of 3/4 members will prepare a school development plan for the school. The plan should have a focus upon the academic achievement of students. Community members/SMC members must be involved in the process of preparing the SDP.
4. Writing Reflective diary/journal: In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative practice undertaken by the intern in school; counseling of students, counseling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.
5. Organization of activities on Art and Creative education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least two activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.
6. Community work for 2 weeks: The interns in group of 4/5 members will undertake the following activities in the locality –
  - Campaign/meeting on RTE, 2009
  - Campaign against child-abuse.
  - Campaign on health and sanitation; Sachh Bharat.
  - Participation of community members in school activities.

## GUIDELINES REGARDING INTERNAL ASSESSMENT

1. The TEIs will hold two Unit Tests for each paper. Full Marks for each Unit Test will be 20.
2. Unit Tests will be conducted in the month of March, May, September and November.
3. The TEIs will give at least two classroom written assignments in each paper in addition to other relevant assignments prescribed in the curriculum. **The trainees will not be allowed to do and write these classroom assignments at home.** The reports of the assignments are to be submitted to the concerned faculty members.
4. The other assignments will include project work, field study/visit, paper presentation in seminar, community contact, material preparation etc. relevant to the papers and other activities prescribed in the curriculum. The assignments are to be submitted to the concerned faculty members.
5. The faculty members after evaluating the assignments will return the same to the concerned student trainees for keeping those in their respective portfolio/file.
6. For maintenance of quality teacher education and to foster team works between teacher educators and trainees, a system of mentoring needs to be introduced in the TEIs. On the basis of enrollment and strength of faculty members grouping of trainees will be made, so that every mentor gets a sizable and manageable numbers of trainees under his/her responsibility. The mentors of the groups will guide, supervise, provide support and help the trainees of their respective groups.
7. The TEIs will maintain portfolio for every trainee and for every semester:
  - The trainees will prepare their own portfolio (bag/file/folder etc)
  - The trainees will operate his/her portfolio, which are to be kept in a common and secured place of the institute under the custody of concerned mentor.
  - The trainees will put their every evaluated assignment, copies of unit test and other documents in their own portfolio.
8. The TEIs will maintain a provision, such as register for keeping internal assessment records of every trainee.